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ABSTRACT

This curriculum guide in language teaching for kindergarten through grade twelve is the final "strand" of a five part project in the English language arts. It was preceded by guides devoted to reading, composition, listening and speaking, and literature. The guide is designed to assist elementary and secondary school teachers in improving the teaching of composition skills. Level designations are provided for the various exercises, but the importance of a continuing sequential development is stressed. The grammar and language usage sections, the first two parts of the book, describe language elements in their behavioral context. Representative teaching activities are suggested and can be adapted to the particular students taught. The last section, on the history of language, presents a brief chronology of the history of English, suggesting interrelationships between languages. The influence of other languages upon the grammar, sound, and vocabulary of English is also discussed. [See ED 035 626, ED 032 309 for related documents.] (Author/DI)

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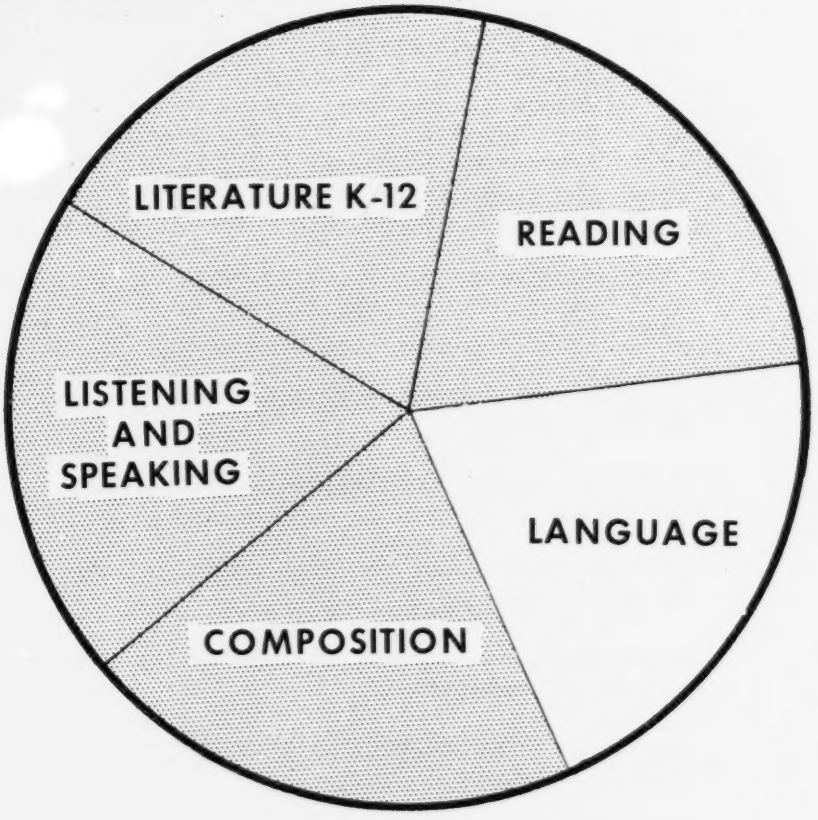
ENGLISH LANGUAGE ARTS



LANGUAGE SECTION K-12
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FOREWORD

The program of instruction in English language arts may be thought of as consisting of a number of vertical strands running from kindergarten through grade 12 and beyond. These major strands are: READING, COMPOSITION, LISTENING AND SPEAKING, LANGUAGE, AND LITERATURE.

The reading, composition, listening and speaking, and literature strands have been published and released. This strand LANGUAGE K-12 is the fifth publication in this series.

Each of the five strands of the program has been prepared on a kindergarten through grade 12 basis. While level designations are provided (K-3, 4-6, 7-9, 10-12), the importance of a continuing sequential development is stressed. Students who demonstrate power in a given area should be encouraged to progress as rapidly as possible. The skill sequences in grammar and usage have been arbitrarily chosen and the skillful teacher will modify and rearrange these according to the needs and interests of the pupils.

A number of committees and consultants have worked on the preparation of this strand. Original materials for the grammar section were prepared under the direction of Richard McLaughlin, Amherst Public Schools, Snyder, New York. Materials for the Language History section were prepared by Rudolfo Jacobson, professor of English, SUC at Cortland. Various portions of the manuscript as they were developed were reviewed by Rita A. Sator, associate in secondary curriculum, State Education Department; Ruth Blackburn, professor of English, SUNY, Albany; and Sister Jeanne Dolores Kavanaugh, language arts coordinator, Diocese of Brooklyn.

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PREFACE

This publication, LANGUAGE K-12, is the final strand of a five-part project in the English Language Arts. It was preceded by the publication and distribution of the four strands entitled, READING K-12, COMPOSITION K-12, LISTENING AND SPEAKING K-12, AND LITERATURE K-12.

This publication is designed to assist elementary and secondary school teachers in the improvement of the teaching of language skills. It is the Department's hope that the ideas suggested in this manuscript will aid teachers and curriculum personnel in the development of effective language arts programs.

Philip B. Langworthy

Associate Commissioner for
Instructional Services

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ENGLISH LANGUAGE ARTS LANGUAGE K-12

OVERVIEW FOR TEACHERS

INTRODUCTION

For convenience and clarity, this manuscript is presented in three sections: Grammar, Usage, and Language History. Both the grammar and the usage sections contain a brief listing of skills and representative activities by which these skills may be learned. The history of language section is designed primarily as information for teachers.

Both the grammar and usage sections describe elements of language in their behavioral context. The representative activities are offered for general guidance. These activities are merely suggestive and need to be adapted to the particular children involved in instruction.

The history of language section presents two primary aspects of language history. The first, a brief chronology of the history of the English language, suggests interrelationships between languages. In the second, a hint is given of the influence of other languages upon grammar, sound, and vocabulary of English during its development. At no grade level of the program of language study should the learner be mandated to study language history in a concentrated program. This approach is not meant to preclude elective courses in history of language.

LANGUAGE SKILLS

GRAMMAR K-12

INTRODUCTION

Terminology such as traditional, structional, and transformational-generative represents attempts to identify grammar by approach. There are others. This publication incorporates features from at least the three approaches specified above. This approach, basically eclectic, indicates that no single approach has been universally accepted, but that all approaches offer significant elements for the study of grammar.

In this manuscript, variations from traditional terminology and concept description occur only when such variations are judged to be significant and necessary. In that context, the seven basic sentence patterns reflect general scholarly practice at the time of publication.

Perhaps more than any other area of language arts, grammar instruction demands careful planning. Drill on terminology and structural analysis can transform potentially rewarding experiences with grammar into unrewarding tedium. Conversely, the study of grammar provides a potentially rewarding tool with which a child can examine both his own language and that of others. The skill and ingenuity of the teacher will largely determine the quality of the experience received by the child in the study of grammar.

SENTENCE PATTERN MODELS

The following list of sentences contains the seven patterns referred to in this publication. English sentences are variations of one or more of these seven basic patterns.

Pattern I	The fire burns. Some dogs barked.
Pattern II	John saw the train. The dog bit the man.
Pattern III	The air is cold. Most birds are small.
Pattern IV	My dog is a collie. That man is a teacher.
Pattern V	Bill gave the dog a bone. Mother bought me some candy.
Pattern VI	Ann called this tree a maple. The class elected Bob president.
Pattern VII	The ride made some girls ill. We made the teacher angry.

LANGUAGE SKILLS

GRAMMAR K-3

By the time the child enters school he has already learned a grammar of English that enables him to speak and understand sentences, including many sentences he has never spoken or heard before. We cannot define the extent of his competence because, for one reason, complexity of sentence structure and size of vocabulary differ from child to child. However, we do know that the competence of the child includes the basic sentence structures of English. From these basic structures the teacher can lead the child to an awareness of the structure of the language he uses.

In the primary grades the child learns to:

RECOGNIZE THE TWO PARTS OF A SENTENCE

RECOGNIZE SUBJECT - VERB AGREEMENT

SUBSTITUTE APPROPRIATE WORDS IN PATTERN SENTENCES

EXPAND BASIC PATTERN SENTENCES BY ADDING SINGLE-WORD ADJECTIVES AND ADVERBS

REDUCE SENTENCES TO BASIC PATTERNS BY ELIMINATING SINGLE-WORD ADJECTIVES AND ADVERBS

EXPAND BASIC PATTERN SENTENCES BY ADDING GROUPS OF WORDS WHICH OPERATE AS ADJECTIVES AND ADVERBS

RECOGNIZE WORD ORDER AS ESSENTIAL TO MEANING IN SENTENCES

IDENTIFY QUESTIONS AND ANSWERS

LANGUAGE SKILLS

GRAMMAR K-3

The child learns to:

Recognize the two parts of a sentence

Activities

Have a small group of children sit in a circle. Ask the first child to name something, such as: a dog, a boy, a firetruck. The next child tells what the thing mentioned does, such as: barks, sings, goes to a fire. Continue around the circle until each child has had an opportunity to name both a subject and a predicate.

Print a set of cards with singular and plural nouns and a set of cards with singular and plural verbs, combinations of which may be used to form pattern I sentences.

Example:

Nouns	Verbs
a dog	roar
a cat	fly
birds	barks
lions	meows

Distribute the cards around the class. Ask one child who has a card to stand and hold his card so all may see it. Have someone read the word on the card. Then ask if anyone has a word on his card that may be put with the original word to form a sentence. Have the two children stand together with their cards. Encourage the class to decide whether the sentence is correct. When all are in agreement, write the sentence on the chalkboard with the correct capitalization and punctuation.

Example:

a dog barks

A dog barks.

The child learns to:

Recognize the two parts of a sentence

Later use sets of cards which will form pattern II and pattern III sentences.

Example:

Pattern II Cards

the boy	rode a horse
the fireman	drives a firetruck
the painters	painted the house
the horses	jumped the fence

Pattern III Cards

the house	is white
the girls	are unhappy

Recognize subject-verb agreement

Show the children a picture of a kitten and ask the children to tell what the kitten is doing.

Example:

The kitten is sleeping.
The kitten is dreaming.
The kitten is crying.

Then show a picture with two kittens and have the children tell what they are doing.

Example:

The kittens are playing.
The kittens are fighting.
The kittens are crying.

Expand the game by telling the children you are thinking about a puppy and ask them to tell what they think the puppy is doing. Then tell them you are thinking about many puppies and have the children give sentences which tell what the puppies are doing.

Help the children to listen carefully to all sentences given and to make corrections in agreement when necessary.

Write a sentence such as the following on the chalkboard leaving a space for the subject.

The child learns to:

Recognize subject-verb agreement

_____is in the toy box.

Have various children read the sentence filling in the blank. Then change the is to are and have the sentence read. Lead the children to recognize that when we change the verb from singular to plural we must also change the subject.

Substitute appropriate words in pattern sentences

Write a rebus sentence on the chalkboard and read it to the children.

Example:

The is tall.

Erase the picture and have various individual children draw other pictures which will make sense in the sentence. Have each sentence read.

Example:

The is tall.
The building is tall.
The is tall.
The man is tall.

Write a sentence pattern on the chalkboard, such as:

The _____is _____.

Ask the children to write the sentence on their paper using words in the blanks to make a meaningful sentence. Have a number of the children read their sentences. Lead them to recognize that many words may be used in the place of the blanks and each may form a meaningful sentence.

Pattern I, II, and III forms should be used at various times.

Expand basic pattern sentences by adding single-word adjectives and adverbs

Set up a table in a corner of the room with a variety of pictures of pets. Stand the pictures in such a way that they may only be seen by standing behind the table. Choose a

The child learns to:

Expand basic pattern sentences by adding single-word adjectives and adverbs

child to be the storekeeper. Have various children approach him to buy a pet. Encourage the children to describe the kind of dog, cat, bird, etc., that they wish to purchase, such as:

I want a small dog.
I want a yellow bird.

If the storekeeper has the kind of pet asked for, he should give that picture to the buyer.

Working with a small group of children, have each one choose an animal that he would like to be. Have each in turn tell what animal he is and do something that the animal would do. Have the others tell what the animal did, such as:

The dog barked.

Then lead the children into expanding the sentence through the use of an adverb by asking them to describe how the action took place.

Example:

The dog barked loudly.
The cat ran fast.

Write a pattern I sentence on the chalkboard leaving a space before the noun.

Example:

The _____ leaves fell.

Read the sentence to the children and ask them to tell what kind of leaves might have fallen. After a number of acceptable responses, have various individual children fill in the blank as they read the sentence aloud.

Later write a pattern I sentence on the chalkboard leaving the blank after the verb.

Example:

The boy talked _____.

The child learns to:

Expand basic pattern sentences by adding single-word adjectives and adverbs

Have the children read the sentence telling how, when, or where the action took place.

After the children can easily expand pattern I sentences through the addition of single word adjectives and adverbs, present pattern II and pattern III sentences in a like manner.

Reduce sentences to basic patterns by eliminating single-word adjectives and adverbs

Have the children play a question and answer game which involves reducing sentences to basic patterns. Orally give an expanded sentence and elicit the basic pattern.

Example:

The white rabbits played happily.

Q. Who played?
A. The rabbits played.

Then ask a child to give an expanded sentence and ask the question. The youngster giving the correct answer gives the next sentence.

Write an expanded sentence on the chalkboard, such as:

The spotted dog chased the gray cat.

Ask a child to go to the chalkboard and cross out the word that describes the dog and the word that describes the cat. Have the basic sentence read. Lead the children to recognize that the modifiers make the sentence more specific, but are not necessary to the sentence sense.

Expand basic pattern sentences by adding groups of words which operate as adjectives and adverbs

Choose a child to be the leader and ask him to perform a simple action for the group. Have a member of the group explain what the leader did, such as:

Jack walked across the room.
Mary took the pencil off the desk.

The child learns to:

Expand basic pattern sentences by adding groups of words which operate as adjectives and adverbs

Write a preposition such as into on the chalkboard and discuss its meaning with the children. Then ask them to use the word in a sentence.

Example:

The man ran into the house.

Elicit some other prepositional or conjunctive phrases that might be added to the basic sentence, such as:

The man ran to the store.
The man ran because it was raining.
The man ran onto the grass.

Later, provide practice in adding phrases to pattern II and pattern III sentences.

Recognize word order as essential to meaning in sentences

Using words from the children's reading vocabulary, write a "scrambled" sentence on the chalkboard. Ask the children to rearrange the words into a meaningful sentence, either a statement or a question. Have individual children give the correct sentence orally.

Example:

sad cat is the.
cutting the she is cake.
boats I like to sail.

Identify questions and answers

Working with a small group of children, choose one to be the leader. Direct the group to close their eyes while the leader hides an object behind his back. Have the group open their eyes and ask questions of the leader until someone guesses what is hidden. As the children gain proficiency, lead them into asking category questions which lead them to a specific item.

Example:

Is it a toy?	Yes
Is it red?	Yes
Is it a ball?	No.
Does it have wheels?	Yes.
Is it a firetruck?	Yes.

The child learns to:

Identify questions and answers

The child who guesses correctly could be the next leader.

Have the children explain how they choose the words to answer questions. Lead them to see that many times they use the words of the question and change them around. Write an example on the chalkboard.

Can the boy ride a bicycle?
The boy can ride a bicycle.

Discuss other ways in which a question may be changed to a statement, such as by dropping the auxiliary word.

Example:

Did he get the basketball?
He got the basketball.

Have each child write a question. Direct the group to change papers with their neighbor and to change the question into a statement. Have the questions and statements read. Discuss any controversy or errors.

LANGUAGE SKILLS

GRAMMAR 4-6

During the intermediate grades the pupil learns to:

IDENTIFY AND USE STRUCTURALLY COMPLETE SENTENCES

IDENTIFY NOUNS BY FORM, BY SIGNAL, AND BY POSITION

DISTINGUISH BETWEEN THE VARIOUS KINDS OF NOUNS

IDENTIFY AND USE PRONOUNS

RECOGNIZE PRONOUNS AS DETERMINERS

RECOGNIZE PRONOUNS AS WORDS WHICH SUBSTITUTE FOR NOUNS AND THEIR MODIFIERS

IDENTIFY VERBS BY FORM AND BY POSITION

IDENTIFY ADJECTIVES BY POSITION AND BY VARIANT FORMS

IDENTIFY ADVERBS BY POSITION AND BY MEANING

RECOGNIZE AND USE PROPER SUBJECT-VERB AGREEMENT

IDENTIFY AND USE DETERMINERS, INTENSIFIERS, AND AUXILIARIES AS MARKERS

IDENTIFY SUBJECTS AND PREDICATES IN SENTENCES

RECOGNIZE THE RELATIONSHIP BETWEEN CONTEXT AND TENSE

LANGUAGE SKILLS

GRAMMAR 4-6

The pupil learns to:	Activities
Identify and use structurally complete sentences **pattern IV**	Introduce the children to a pattern IV sentence by writing a pattern III sentence and a pattern IV sentence on the chalkboard and having the children compare them. Example: The air is cold. The boy is a winner. Ask the children to explain the difference between the two sentences. Lead them to recognize that in the second sentence two of the words can change places and still form a meaningful sentence. Example: The boy is a winner. The winner is a boy. Ask the children to write a sentence similiar to this. Have the sentences read. After each child reads his sentence, have him check it by reversing the position of the two nouns.
pattern V	Write a pattern V sentence on the chalkboard. Example: Bill gave the dog a bone. Through discussion, lead the children to recognize that there are three nouns in the sentence. Help them to find the direct object and the indirect object. Example: What did Bill give? A bone. Who did he give the bone to? The dog.

The pupil learns to:

Identify and use structurally complete sentences

pattern V

Rewrite the sentence using a prepositional phrase.

Bill gave a bone to the dog.

Have the children write sentences of their own following the pattern. After each sentence, ask them to rewrite the sentence using to or for.

Example:

Mother bought me some candy.
Mother bought some candy for me.

pattern VI

Have the children examine a pattern VI sentence and compare it to a pattern V sentence.

Example:

Ann called this tree a maple.

Have the children try rearranging the sentence to see if it makes sense.

Example:

Ann called this tree.
Ann called a maple to this tree.

Lead them to recognize that in this sentence pattern the last noun is needed to complete the meaning of the sentence.

Have the pupils look through their reading book to find sentences that follow this pattern. As a pupil finds a pattern, have him read it aloud. Write the sentence on the chalkboard and have the group check it against the established pattern to see if it is correct. Encourage the pupils to discuss each sentence presented.

pattern VII

Present a pattern VII sentence, such as:

The pupil learns to:

We made the teacher angry.

Identify and use structurally complete sentences

pattern VII

Ask the pupils to write a sentence of their own which follows this pattern. Suggest that they use the word made in their sentences. Have each child in the group present his sentence. Lead the group to discuss each sentence. Encourage the pupils to explain why a sentence does or does not follow the pattern. Lead them to the conclusion that the last word in this pattern describes the noun preceding it.

Identify nouns

After the children have worked with pattern sentences they should be ready to identify the class of words called nouns. Separate lessons based on the three concepts needed in identification should be taught. Even though taught separately, they should be treated jointly after each becomes clear.

by form

Ask the pupils to make as long a list of things found in the classroom as they can in one minute. Ask the pupil with the longest list to read his list as you quickly write the words on the chalkboard. Ask other children to check their lists and add any new words to the original list. Have the group examine the list. Lead them to recognize that the majority of these words form plurals by adding s, such as:

boy - boys
teacher - teachers
book - books

Then discuss the exceptions, such as:

chalk
child - children

Explain to the pupils that all of these words are nouns and that we can often identify nouns by their form. Present other characteristic noun endings, such as: ness, ity, ment, and er. Ask the pupils to think of words with these endings. Write the words on the chalkboard.

Example:

ness - happiness, kindness
ity - university, charity
ment - argument, amusement
er - teacher, singer

The pupil learns to:

Identify nouns

by signal

Working with a small group of pupils ask each one to write on the chalkboard a sentence about something found in the classroom. Then have them underline the words which precede the nouns.

Example:

> The book is on the shelf.
> Two boys are writing.
> These are some pictures on our bulletin board.

Lead the pupils to recognize the underlined words as signals or "noun markers."

Then have the group go on a "Noun Marker Search," Have them use printed materials in the classroom to locate noun markers and to work together to form a master list. The basic list might be as follows:

a	his	the
an	my	their
both	our	this
every	some	two(all numbers)
her	that	your

New words should be added to the list periodically.

by position

Distribute to the group a short story in which all of the nouns are missing.

Example:

> The _____ran down the _____.
> Suddenly, a ____jumped out of the ___.
> It frightened the ____. He scrambled back up the ___. Then, he sat on a ____ and cried. The ____ made an angry ____ and headed for the ___.
> Some ____ came along and chased the ____ away.

Ask the pupils to fill in the blanks. Have each read the story as he completed it. Lead the pupils to recognize that although each story is different, they all used nouns to fill in the blanks. Ask individuals to explain how they knew they should use nouns. Elicit that the position of the blanks gave them the clues.

The pupil learns to:

Identify nouns by position

The pupils may enjoy writing stories like this for each other. At first, they may find it easier to compose a complete tale, and then rewrite it without the nouns. Later they may simply draw a blank for each noun.

Distinguish between the various kinds of nouns

Have a group of children go to a shelf of books and list as many different nouns as they can find as part of the titles. Then ask the children to group together all the proper nouns, specific names of people or places. Then have them group the common nouns together. The emerging lists should be similar to the following.

Proper Nouns	Common Nouns
Homer Price	adventure
Jimmy	robin
Sleepy Hollow	tree
Texas	courage

After the lists have been presented to the class, discuss the differences between common and proper nouns.

Identify and use pronouns

personal pronouns

Write on the chalkboard three sentences such as the following:

a. The girl went to the store.
b. Mother gave the milk to Jerry.
c. The red bike is Henry's.

Elicit from the pupils a pronoun which may be substituted for the underlined word in each sentence. Then have the pupils make a list of pronouns for each sentence.

Example:

a	b	c
I	me	mine
he	him	his
she	her	hers
we	us	ours
they	them	theirs
you	you	yours

The pupil learns to:

Identify and use pronouns

demonstrative pronouns

Help the children discover the four demonstrative pronouns by asking them to substitute for the noun in sentences such as:

a. The animal is a bear.
b. The animals are bears.

The children should evolve a list like this:

a	b
this	these
that	those

indefinite pronouns

Present to the children three sentences, such as:

a. ____of them left the school.
b. We saw ____we knew.
c. We didn't see ____ we knew.

Ask the pupils to list as many words as they can to fill in the blank for each sentence. Then ask them to go back over their list and cross out all the nouns, such as: a boy, a person, an animal. Have various children read their lists, encouraging the group to listen for nouns left that should be omitted. The completed lists should include only pronouns.

Example:

a	b	c
all	everybody	anybody
both	everyone	anyone
each	somebody	anything
few	someone	everyone
many	something	everybody
neither		
none		
several		
some		

reflective pronouns

Ask the children to describe what they see when they look in a mirror. Elicit a response, such as: "I see myself." Draw from the children a list of other pronouns which have self or selves for an ending.

The pupil learns to:

Identify and use pronouns

reflective pronouns

herself
himself
itself
myself
yourself
ourselves
themselves
yourselves

Have the children create as many different sentences as they can using this list of words.

Ask two or three children to work together to form a master list of pronouns. They may start by collecting the various lists the other children have compiled from the previous activities. These could be printed on large chart paper under the proper headings, such as: personal pronouns, demonstrative pronouns, indefinite pronouns, reflective pronouns. These children would then be responsible for adding to the lists other pronouns found by the group through reading, listening, and other activities.

Recognize pronouns as determiners

Review with the children the purpose and function of determiners. Give the children some sample sentences in which a pronoun serves as a determiner, such as:

I sent for <u>some</u> samples.
<u>Her</u> dress is green.

Using the master list of pronouns previously formulated, have the children experiment to decide which ones may serve as determiners. They should discover that all of the indefinite pronouns and many of the demonstrative and personal pronouns qualify.

Recognize pronouns as words which substitute for nouns and their modifiers

On the chalkboard write a sentence, such as:

John saw it.

Have the children read the sentence substituting other words for <u>it</u>. Encourage them to substitute several words, such as "a black and red bird." Lead them to recognize <u>it</u> as a pronoun and to realize that it functions as a substitute for a noun and its modifiers. Then

The pupil learns to:

Recognize pronouns as words which substitute for nouns and their modifiers

ask the children to write a short story about what John saw. After the children have had an opportunity to enjoy each other's stories, have them draw a circle around every pronoun they used in their own story.

Identify verbs

by form

Write on the chalkboard a pattern chart for verb forms, such as:

eat	eats	eating
help	helps	helping
do	did	doing
go	went	going

Ask the children to explain the meanings of the various words in the chart. Encourage them to use illustrative sentences to make their explanation clear.

Example:

> The word changes because of the way it is used. For instance,you would say: I always eat my supper. He always eats his supper. He is eating his supper now.

Write a verb, such as burn, on the chalkboard. Ask a child to give three sentences using this word in various forms. Later include words which change form other than by adding s or ing, such as: ring, rang, rung, ringing; speak, spoke, speaking, spoken.

by position

Distribute to the pupils examples of pattern I through pattern VII sentences. Ask them to rewrite the sentences substituting the word noun for every noun and the word verb for every verb.

Example:

I. The fire burns. The noun verb.
II. The dog bit the man. The noun verb the noun.
III. The air is cold. The noun verb cold.
IV. That man is a teacher. That noun verb a noun.

The pupil learns to:

Identify verbs

by position

V. The boy gave the dog a bone. The noun verb the noun a noun.

VI. The class elected Bob president. The noun verb noun noun.

VII. The ride made some girls ill. The noun verb some noun ill.

Directing the children to refer to their rewritten patterns, have one child call out a number from one to seven and call on another member of the group to give a sentence substituting nouns and verbs for the words noun and verb.

Example:

VII. The cold made some people ill.

If the child called on gives a correct substitution, he becomes the new leader.

Identify adjectives

by position

Present a simple sentence, such as:

The boy told a story.

Ask the children to rewrite the sentence adding words which will tell us more about the boy and the story he told.

Example:

The new boy told an exciting story.

Have the children compare their sentences to discover how these added words give a more definite meaning to the sentence.

by variant forms

Draw three lines of varying length on the chalkboard. Ask the children to describe what you have done.

Example:

There are three lines on the board. The second is longer than the first, and the third line is the longest.

The pupil learns to:

Identify adjectives

by variant forms

Then write long, longer, and longest on the chalkboard. Ask the children if they know other words that fit this pattern. Write the words on the chalkboard as the children say them.

Example:

short	shorter	shortest
big	bigger	biggest
small	smaller	smallest

Then ask the children to write a short story in which they use words from the compiled list. The children may wish to illustrate their stories and put them on the bulletin board for others to read.

Have the children play adjective scrabble either in pairs or as groups of four. Give each group a sheet of paper marked off in squares. The children are to fill in the squares in crossword puzzle style, but may use only adjectives. One point is counted for each letter used. The first word must cross the center square.

Example:

G	R	E	A	T	E	S	T					
	E			R		M				D		
	D			U		A		T	O	R	N	
		I	D	E	A	L		I		I		
	L					L		G		P		
H	A	R	D			E		H	A	P	P	Y
	R		R		P	R	E	T	T	Y		E
	G		I		U		L		O			L
D	E	E	P	E	R		I		M			L
	S		I		P	E	T					O
	T		E		L		E					W
			S	T	E	M						E
B	E	S	T				S	C	A	R	E	D

If a word is challenged, children should check it by trying to use it as a noun modifier in a sentence.

The pupil learns to:

Identify adverbs

by position

Write a number of adverbs, such as slowly, on small cards. Ask each child to pick a card and then to write a sentence on the chalkboard using the word picked. Have the word which was on the card underlined. Through discussion, elicit from the children the similarity of the underlined words and their position in the sentences.

Example:

The boy walked slowly.
The dog barked loudly.

If a child has used his adverb to modify an adjective, discuss this positioning with the group. Help them to recognize that in this position it elucidates the adjective and not the verb or noun in the sentence.

Example:

The happily smiling boy went home.

by meaning

Write on the chalkboard a word which may be used as either an adjective or adverb, such as straight. Ask the children to write a number of different sentences using this word. Have various of these written on the chalkboard. Examine these sentences with the group, helping them to recognize that the word is identified as an adjective or adverb according to how it is used.

Example:
Adverbial use.

He walked very straight.
The trail led straight to the treasure.

Adjectival use.

Her hair was very straight.
The children walked in a straight line.

Write a story for the children calling upon various individuals for nouns, verbs, adjectives, and adverbs without giving an indication of how the story is progressing. Read the story to the group and enjoy its nonsense with them.

The pupil learns to:

Identify adverbs

by meaning

Example:

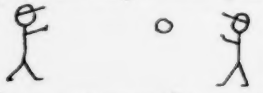
adj. noun v adv.
The lovely sand was running happily
noun adj.
down the road. Suddenly an angry
n v adv. adj
fruit grew terribly. A piercing
n v n
monster filled some balloons with a
adj. n adj. v
wide boat and the huge sand jumped
adv. n
silently into the same river.

Recognize and use proper subject-verb agreement

Write a number of singular and plural nouns on small cards. Each child picks a card and writes a sentence using that card. Then ask a child to go to the chalkboard and draw a simple picture to illustrate his sentence.

Example:

boys - The boys are playing catch.



The first pupil to correctly guess the sentence then illustrates his sentence.

Give each child in the group a small pack of blank cards. Ask the children to think of some simple sentences and to write one word of each sentence on a card. Encourage them to use both singulars and plurals and to create two or three sentences. Put all the cards in a box and mix them up. Each child then picks seven cards and tries to construct a sentence from these cards. If a child cannot make a sentence, he may negotiate a trade of one word at a time with others in his group.

Identify and use determiners

Write on the chalkboard the articles a, an, the. Ask the children to explain how we use these words. Write on the chalkboard sentences the children use as examples.

The pupil learns to:	Example:
Identify and use determiners	The crayons are in the box. Then rewrite the sentence eliminating one or all of the articles. Example: Crayons are in the box. Crayons are in boxes. Lead the children to recognize that the articles serve to determine which specific thing or things are being discussed. Then present a sentence, such as: Boys play. Ask the pupils to make a list of words which may be used to determine which boys played. Example: <u>Some</u> boys played. <u>The</u> boys played. <u>Few</u> boys played. Lead the children to recognize that the determiners also introduce nouns and serve as a signal that a noun is coming.
Identify and use intensifiers	Present sentences, such as: The air is cold. The air is very cold. Ask the children to explain the difference between the two sentences. Elicit the use of the word <u>very</u> to intensify the adjective. Ask the children to write sentences using the word <u>very</u>. Lead them to recognize that intensifiers pattern with adjectives and adverbs.
Identify and use auxiliaries	Write the word <u>will</u> on the chalkboard. Under it write a sentence, such as: The child _____go home.

The pupil learns to:

Identify and use auxiliaries

Ask the children for other words that may be used in this sentence in place of will. List the words on the chalkboard as the children say them.

Example:

could	won't	did
should	didn't	can
may	can't	

Explain to the children that these words are part of a group of words called auxiliaries and that these words are positioned in front of the verb. Ask the children to think of other words that would fit in this group. List the words on the chalkboard.

Example:

is	had	weren't
was	haven't	
has	were	

Ask the children to write a sentence for each word listed. Lead them to recognize that some of the words on the list can be used as verbs by themselves, but it is only when they are used in conjunction with another verb that they are classed as auxiliaries.

Identify subjects and predicates in sentences

Write two lists of words on the chalkboard; one of nouns with modifiers and one with verbs followed by noun objectives. Ask the children to compare the two lists. Lead them to recognize that all the phrases in column A contain nouns and all phrases in column B contain verbs. Then have the children make sentences by matching column A with column B.

Example:

A	B
the baseball player	raked the hay
the farmer	bring the rain
the clouds	brought his lunch
the new boy	hit the ball

The pupil learns to:

Identify subjects and predicates in sentences

Then have the children compile lists such as the above and work in pairs to see if they can match up each other's lists. They may wish to use sentences found in their reading books.

Recognize the relationship between context and tense

Write pairs of sentences of the following type on the chalkboard.

I ate my dinner. He called.
I did many things that day. I thought about them.

Help the children to combine them. Then lead them in altering the meaning of the sentences through changing of the tenses.

Example:

After I ate my dinner, he called.
As I was eating my dinner, he called.

Ask the children to write a paragraph about what they did yesterday, one about what they are doing today, and a third paragraph telling what they are going to do tomorrow.

Have the children examine a list of sentences that are similar in construction, but present varying ideas through use of time.

Example:

I am to go to New York City tomorrow.
I go to New York City tomorrow.
I am going to New York City tomorrow.
I should go to New York City tomorrow.
I will be going to New York City tomorrow.

Help the children to recognize that although each of the sentences refers to the future, the choice of verb gives a different meaning to each sentence.

Find interesting letters, diaries, and speeches of famous people. Have the pupils write past tense accounts of the activities or ideas described.

LANGUAGE SKILLS

GRAMMAR 7-9

During the junior high school years, the student learns to:

RECOGNIZE THAT THE SUBJECT OF A SENTENCE IS DETERMINED BY WORD ORDER

EXPAND BASIC PATTERN SENTENCES BY COMPOUNDING

RECOGNIZE THAT PREPOSITIONAL PHRASES FUNCTIONING AS ADJECTIVES OCCUPY PREDICTABLE SENTENCE POSITIONS

RECOGNIZE THAT CLARITY OF MEANING DEPENDS ON RELATIONSHIPS BETWEEN SYNTACTIC ELEMENTS, WHICH ARE IN TURN SIGNALED BY SENTENCE POSITION AND FORM

CLARIFY THE CHARACTER AND FUNCTION OF PRONOUNS

RECOGNIZE ADVERBIAL EXPRESSIONS OF TIME AS SIGNALERS OF TENSE SELECTION

RECOGNIZE PREPOSITIONS AS A SEPARATE CLASS OF STRUCTURE WORDS IDENTIFIABLE BY RELATIONSHIP TO OTHER SENTENCE ELEMENTS

RECOGNIZE AND AND OR AS CONNECTORS OF GRAMMATICALLY COORDINATE ELEMENTS

RECOGNIZE THE VARIOUS FUNCTIONS OF COMPLEMENTS - AS NOUNS - AS ADJECTIVES - AS ADVERBS

LANGUAGE SKILLS

GRAMMAR 7-9

The student learns to:

Recognize that the subject of a sentence is determined by word order

Activities

Write on the chalkboard the pattern II prototype sentence.

The dog bit the man.

Lead the class to understand that in a pattern II sentence the subject immediately precedes the verb.

Active voice: The dog bit the man.

The distinction between active and passive constructions in verbs may be made at this time.

Passive voice: The man was bitten by the dog.

The active-passive distinction between the subject as actor and the subject as acted upon is repeated in the following illustrations of the subject being determined by word order.

Pattern II: John saw the train.
The train was seen by John.

Pattern V: Bill gave a bone to the dog.
The dog was given a bone by Bill.
A bone was given to the dog by Bill.

Pattern VI: The class elected Bob president.
Bob was elected president by the class.

Pattern VII: The ride made some children ill.
Some children were made ill by the ride.

The student learns to:

Recognize that the subject of a sentence is determined by word order

The class may be led to review the changes observed in the preceding illustrations.

Changes in verb form
Changes in word order
Changes in noun functions
Addition of words in some sentences.

Expand basic pattern sentences by compounding

Provide two basic pattern sentences, such as:

The cat ran in the field.
The dog ran in the field.

Have students combine these two sentences into one with a compound subject. The expanded construction will be one, such as:

The cat and the dog ran and jumped in the field.

Have the class experiment with making up sentences.

Recognize that prepositional phrases functioning as adjectives occupy predictable sentence positions

With the class, draw up a list of three- and four-word prepositional phrases to get the "feel" of phrasal unity.

in the barn	at the bottom
on the roof	under the sink
by the door	out of the closet
beside the desk	behind the door

Compare the positioning of single-word adjectives with the positioning of prepositional phrases functioning as adjectives.

The red tractor in the barn is new.
The red tractor
tractor in the barn

The stone chimney on the roof sends up smoke.
The stone chimney
chimney on the roof

Have the class provide fillers.

The adj. house hides a adj.barn.

The student learns to:

Recognize that prepositional phrases functioning as adjectives occupy predictable sentence positions

The adj. adj. house hides a adj. adj. barn.
The house phrase hides a barn phrase.

The car phrase has adj. adj. wheels.
The adj. winner is the team phrase.

Discuss with the class whether or not they can understand the meaning of prepositional phrases placed in unusual positions, such as:

The in the red dress girl
The on the fence hen
The in the barn tractor
The on the corner house

Lead the class to see that phrasal positions contribute significantly to ease of understanding. This same concept can be illustrated with single-word adjectives.

The girl tall
The hen noisy

To understand the idea that language connections are not rules and therefore do not always operate, provide exceptions such as:

The chimney brick (What kind of brick?)
The engine red (Which shade of red?)
The police state (What kind of state?)
The split banana ( )

See Listening and Speaking: Aural Comprehension 7-12, "Listen for and Understand Relationships," p. 14.

Recognize that clarity of meaning depends on relationships between syntactic elements, which are in turn signaled by sentence position and form

Combine into one a series of basic pattern sentences, such as:

The dog chased a rabbit.
The chase took place in the wood.
The dog returned home.
The dog was exhausted.

In combining these sentences, changes in position and form of syntactic elements may be observed, such as:

Pattern II sentence, "The dog chased a rabbit," becomes an open-ended independent clause.

The student learns to:

Recognize that clarity of meaning depends on relationships between syntactic elements, which are in turn signaled by sentence position and form

Pattern I sentence, "The chase took place in the wood," becomes the prepositional phrase functioning as an adverb modifying "chase."

chased in the wood

Pattern I sentence, "The dog returned home," becomes a verb plus adverb.

returned home

Pattern III sentence, "The dog was exhausted," becomes an adjective.

exhausted

The combined sentence could then be one, such as:

The dog chased a rabbit in the wood and returned home exhausted.

Discuss with the class the fact that the competent writer goes through a reduction process such as the preceding one without being conscious that such a process has taken place. Lead the class to see that expansion, a reversal of the process, may be particularly useful to a writer as an analytical device to determine whether he has placed a modifier in a position which will prevent ambiguity of meaning.

For example:

The rabbit escaped from the dog in the wood.

Ambiguity problem:

The rabbit escaped from the dog in the wood (which dog- adjective)

OR

The rabbit escaped from the dog in the wood (where - adverb)

Two incidental insights may accrue.

one: Basic sentence patterns are capable of infinite variation and

The student learns to:

Recognize that clarity of meaning depends on relationships between syntactic elements, which are in turn signaled by sentence position and form

complementation (see the seven prototype pattern sentences listed at the beginning of the K-12 grammar section of the Language Strand).

two: Reduction, expansion, and transposition of syntactic elements are systematic operations and therefore grammatical skills.

See Composition, The Sentence 7-9, "Understand and Use Substitution," p. 41.

Clarify the character and function of pronouns

Review the concept that pronouns comprise a word class that has completed all of its members and is therefore termed a closed class. Provide a contrast of open noun class words with closed pronoun class words.

A. Pronouns are a closed class of words.

nouns: boy - boys
youth - youths

pronouns: he - they
him - them

The class can be led to see that each year new words for identifying young males may be added to the dictionary. Pronouns for such identification will not be added because there probably will never be any new pronouns.

B. Pronouns reduce repetition.
See Composition, The Sentence K-3, "Use of Pronouns," p. 8.

Review the understanding that a pronoun can be used not merely for a single-word noun but for a noun phrase.

The heavy rain - it
The girl - she
The man in the iron mask - he
The football team - they

C. It acts sometimes as an expletive.

Develop with the class the concept of it as a connector whose function is to fill sentence positions.

The student learns to:

Clarify the character and function of pronouns

It is cold outside. (the weather?)
Take it easy. (life? today?)
It is time to begin.
Here it is Tuesday already.

Lead the class to see that the above formal statements are often expressed in informal, fragmented fashion in oral discourse, such as:

Cold outside.
Easy.
Time to begin.
Tuesday already.

The absence of the expletive it in the examples of oral discourse emphasizes the role of it merely as a filler of sentence positions in written discourse.

Recognize adverbial expressions of time as signalers of tense selection

Have the class construct time lines with a few important dates, as they do in social studies. Develop with the class the concept that time lines can be extended through the present and into the future to include events now occurring and to predict possible future events. Have the class construct sentences summarizing illustrative items on the time line, such as:

Before the invention of the airplane, nations surrounded by large bodies of water considered themselves safe from sudden attack.

After World War II, the United States and the Soviet Union emerged as two great world powers.

Discuss with the class the time signals flashed by the prepositions before and after in the preceding adverbial phrases. Present further illustrations of adverbial-verb tense relationships, such as the following:

Yesterday we were a country ready to save the world.
Today we are an adult country with all the problems that growing up brings.
Tomorrow we will be an old country but we hope that our ideas still will be young.

The student learns to:

Recognize adverbial expressions of time as signalers of tense selection

Lead the class to assign phrasal and single-word adverbs such as now, soon, last week, and in the future to the general categories of yesterday, today, and tomorrow.

Develop with the class the understanding that in some instances adverbial expressions of time are not stated but can be deduced from signals presented by auxiliary verbs, as in the following:

> He had (verb) his name on the deed.
> Time line: Yesterday -- Yesterday (action begun in the past and completed in the past)
>
> I have (verb) my final examinations.
> Time line: Yesterday -- Today (action begun in the past and completed in the present)
>
> She will have (verb) her book a week.
>
> Time line: Today -- Tomorrow (action began in the past and completed in the future)
>
> The argonauts will (verb) the deepest land surfaces under the oceans.
> Time line: Future -- Future (action to be begun in the future and completed in the future).

To develop this adverbial signaler-verb tense skill connection further, assign an exercise story to be retold in a tense different from the tense used in the original narration. See Composition, Develop Style, 7-9, pp. 34-35; see Composition, Organization and Development, 7-9, p. 48.

Recognize prepositions as a separate class of structure words identifiable by relationship to other sentence elements

Review with the class the concept of open and closed word classes demonstrated previously in comparison of nouns and pronouns. Then lead the class to accept prepositions as a word class that on rare occasions gains a new member, but that for all practical purposes operates as a closed class.

The student learns to:

Recognize prepositions as a separate class of structure words identifiable by relationship to other sentence elements

The structural role of prepositions may be illustrated in sentences such as the following:

John went into the room.

The preposition into establishes a relationship between the verb went and the noun phrase the room, with the entire prepositional phrase acting as an adverb.

They saw several houses of traditional brownstone.

The preposition of establishes a relationship between the noun houses and the noun phrase, traditional brownstone, with the entire prepositional phrase acting as an adjective.

Discuss with the class the role of sentence position in establishing relationships between prepositions and their objects within the phrase and prepositional phrases and the elements they modify. The fixed position of prepositions in relation to their objects may be illustrated as follows:

John went the into room
John went the room into
John into went the room
Into John went the room

The limitations on the sentence positions which may be assumed by the complete prepositional phrase may be illustrated as follows:

John into the room went.
Into the room John went.
Into the room went John.
John went into the room.

Discuss with the class the fact that in the four positions assumed in the preceding illustrations by the prepositional phrase, all convey meaning, but the fourth conveys it with the greatest clarity and ease, or, in other words, it follows the patterning conventions of the English language.

The student learns to:

Recognize prepositions as a separate class of structure words identifiable by relationship to other sentence elements

The police saw people milling around.
To their right, the police saw people milling around.

Discuss with the class the pronoun ambiguity that arises when the subject-predicate division is not followed.

The police saw people milling around to their right.

The placement of the pronoun their in a position where the sentence predicate comes between the pronoun and its antecedent may be used with the class to again demonstrate the role of grammatical conventions in contributing to clarity of expression and ease of communication in language.

Recognize and and or as connectors of grammatically coordinate elements

Discuss with the class the concept that and and or may be equated with the mathematical sign of equal in the sense that elements on either side of and and or may exchange position without altering meaning, as in the following:

The boy ran and jumped.
The boy jumped and ran.

Her constant talk and his constant shouting annoyed me.
His constant shouting and her constant talk annoyed me.

He was always popular, whether acting on Broadway or directing in Hollywood.
He was always popular, whether directing in Hollywood or acting on Broadway.

See Composition, The Sentence K-3, "Understand and Use the Process of Compounding," pp.8-9.

The student learns to:

Recognize various functions of complements

Develop with the class the concept that when a form of the verb <u>be</u> is followed by a noun, the verb may be equated with the mathematical sign of equal and the nouns may exchange position without altering meaning, as in the following:

as nouns

Ralph is the winner.
The winner is Ralph.

Winning is the goal.
The goal is winning.
The goal is to win.
The goal is a well-played contest to be won by the best team.

Mary and Jane were honored guests.

The honored guests were Mary and Jane.

Tomorrow will be a better day.
A better day will be tomorrow.

Review with the class the concept that the English language communicates easiest when conventional patterns are presented. It is this factor that explains why, for example, <u>Tomorrow will be a better day</u> will occur more often than <u>A better day will be tomorrow</u>.

as adjectives

Lead the class to see that adjectives may be transposed in the manner of nouns, but with even greater influence to ease of communication.

Ralph is aggressive.
Aggressive is Ralph.

as adverbs

Provide sentences to illustrate that in the case of complements functioning as adverbs the damage to ease of communication is great.

Laura is in the house.
In the house is Laura.

She skated effortlessly over the ice.
Effortlessly over the ice she skated.

The student learns to:

Recognize various functions of complements

Discuss with the class the fact that all basic English sentence patterns have at least two parts and some have three.

Pattern I: The fire burns.
subject predicate

Pattern II: John saw the train.
subject predicate complement

Pattern III: The air is cold.
subject predicate complement

Pattern IV: My dog is a collie.
subject predicate complement

Pattern V: Bill gave the dog a bone.
subject predicate complement

Pattern VI: Ann called this tree a maple.
subject predicate complement

Pattern VII: The ride made some children ill.
subject predicate complement

LANGUAGE SKILLS

GRAMMAR 10-12

During the senior high school years, the student learns to:

RECOGNIZE THAT THE SUBJECT OF A SENTENCE IS DETERMINED BY WORD ORDER

EXPAND BASIC PATTERN SENTENCES BY COMPOUNDING

RECOGNIZE THAT CLAUSES FUNCTIONING AS ADJECTIVES OCCUPY PREDICTABLE SENTENCE POSITIONS

LANGUAGE SKILLS

GRAMMAR 10-12

The student learns to:

Recognize that the subject of a sentence is determined by word order

noun clauses

Activities

Review two concepts with the class: one, that a subject (except in questions) usually precedes its verb; and two, that a pronoun can take the place of a noun phrase. Write on the chalkboard a pattern IV sentence, such as:

It is common knowledge.

Briefly discuss with the class what the "It" in the sentence might represent. Then suggest a meaning such as:

His political skill is common knowledge.

Then suggest another meaning for "It," such as:

That he is a politician is common knowledge.

Discuss with the class the essential distinction between a noun phrase such as "His political skill" and a noun clause such as "That he is a politician";

	subject	verb
(His political	skill)	is

	subject	verb		verb
(That	he	is a	politician)	is

Additional sentences may be used to illustrate the concept of noun clauses taking the sentence position of subjects.

Whatever you want to do is all right with me.

When it will be is not yet known.

Who he is makes no difference.

What you are doing is useful.

The student learns to:

Recognize that the subject of a sentence is determined by word order

noun verbals (gerunds)

Develop further the concept that the subject of a verb may take various forms, using for illustration, sentences, such as:

Playing tennis was her favorite sport.

His working very hard at his job pleased his employer.

Discuss with the class the fact that in the above sentences the words playing and working are (1) taken from verbs, and (2) used as verbs when preceded by a word such as is, are, am, were, and so on. Identify words such as playing and working, when used in the subject position, as a subclass of words called gerunds. Lead the class to see that the gerund provides a means for reducing a noun clause to a noun phrase, as:

Noun Clause: That he had much confidence in stepping out onto Mars thrilled the television watchers.

Noun Phrase: His confident stepping out onto Mars thrilled the television watchers.

Expand basic pattern sentences by compounding

Provide a basic pattern sentence, such as:

Upon landing on Mars, the astronaut carried on his duties.

Discuss with the class possibilities for making the above sentence both more interesting and more informative. Write on the chalkboard sentences elicited if they are like the following:

Upon landing on Mars, the astronaut tested his physical reflexes and made notes about his surroundings.

Upon landing on Mars, the astronaut jumped as high and leaped as far as he could before describing the terrain.

Discuss with the class the addition of interest caused by the compounding process in

The student learns to:

Expand basic pattern sentences by compounding

the preceding sentences. Then provide another basic pattern sentence, such as:

The class expressed its enjoyment.

Elicit from the class the various ways a class of students could as individuals express enjoyment, such as:

Two boys laughed uproariously.

Three girls applauded.

One boy alternated between grins and chuckles.

Discuss with the class the need for a way to combine the various reactions of individual class members into a general statement in order to keep the description to a reasonable length. More effective general statements may be elicited than the illustrative one at the beginning of this discussion of reduction, such as:

Each class member expressed enjoyment in his own manner.

The class members expressed their enjoyment in their own, individual ways.

Recognize that clauses functioning as adjectives occupy predictable sentence positions

Review with the class the fact that when single-word adjectives and adjective phrases are placed in effective sentence positions, ease of understanding is significantly greater. With the class, draw up adjective clauses, such as:

who lives here

which was on Oak Street

that grows on Mars

Compare the positioning of prepositional phrases functioning as adjectives with the positioning of clauses functioning as adjectives.

He is the man who lives here.

The student learns to:

Recognize that clauses functioning as adjectives occupy predictable sentence positions

man in the house

man who lives here

Ken chose the address which was on Oak Street.

address on Oak Street

address which was on Oak Street

The astronaut looked for a flower that grows on Mars.

flower grown on Mars

flower that grows on Mars

Discuss with the class the differences in meaning that may be involved in changing the position of an adjective clause, such as the following:

He is the man who lives here.

He who lives here is the man.

INTRODUCTION

USAGE K-12

The study of usage deals with variations in form available within grammatical systems of a language. Descriptions of these variations emerge from observation of language options selected on the basis of appropriateness. Occasions in which the principle of appropriateness may be observed are almost infinite, from consideration of historical time and place to communicative distinctions between speaking and writing.

This publication suggests some of the usage variations available for classroom study. This manuscript is not presented as an authority on usage classifications. The dominant emphasis is on the development of practical and realistic attitudes toward language usage.

LANGUAGE SKILLS

USAGE K-3

During the primary grades, the child learns to:

UNDERSTAND THE CONCEPT OF "APPROPRIATENESS" AS IT APPLIES TO SOCIAL ACTIVITIES

RECOGNIZE INCONGRUITY IN VARIOUS SITUATIONS

RECOGNIZE INCONGRUITY IN VERBAL FORMS

RECOGNIZE THAT THERE ARE DIFFERENCES IN PRONUNCIATION

UNDERSTAND THE REASONS FOR REGIONAL STANDARDS OF PRONUNCIATION

UNDERSTAND THAT CORRECTNESS IS A MATTER OF USAGE

RECOGNIZE VARIETIES IN LEVELS OF USAGE

LANGUAGE SKILLS

USAGE K-3

The child learns to:	Activities
Understand the concept of "appropriateness" as it applies to social activities	Present to the child pictures and drawings of people involved in various activities. Ask questions about the reasons for the behavior, dress, equipment, and other details of the picture. Help them to see that people act within or respond to various situations according to what they consider appropriate. Be sure the children understand that what people do is determined many times by arbitrary standards of society, and occasionally by necessity.
Recognize incongruity in various situations	Present to the children materials in which there are several objects alike, with one item different. Have them determine which article is different, and have them explain their reasoning. Pictures, slides, films, or other media may be used. Use magazine advertisements containing incongruous situations to help the children verbalize their awareness of what is out of place. Have the children make up their own pictures or stories of incongruous situations and explain them to the class.
Recognize incongruity in verbal forms	Have the children bring comic strips and cartoons to class which have captions or drawings illustrating incongruity as a form of verbal humor. Discuss these to be sure that the children understand just what makes them funny. They may see children using adult vocabulary, adults saying or doing childlike things, responses to situations which seem "out of place," animals speaking or acting with human abilities.

The child learns to:	
Recognize incongruity in verbal forms	Have the children bring to class, or write, riddles and limericks whose humor is based on unexpected or incongruous rhymes or responses.
Recognize that there are differences in pronunciation	Have the children listen to recordings of voices in which they will be able to hear various dialects being used, e.g. Southern, New York, New England, Texas. Help them to determine the ways in which their own pronunciation differs from what they have heard. Discuss unique examples of pronunciation for the area in which they live. Show by example that there are variations in dialects and that these variations are within the range of "acceptability." Ask the children to think of people who speak regularly to the entire country and thus must speak in a manner readily understood by all. Have the children compare the recordings previously used to recordings of national news broadcasters. Help the children to see that the speakers who are to be comprehensible to everyone in the country must speak without the more obvious characteristic of any dialect group.
Understand the reasons for regional standards of pronunciation	Discuss with the children the reasons why it is better for the people of a region to speak the same dialect. Help the children to see that when they speak in a manner familiar to their parents, teachers, and friends, they can be easily understood, their speech will not appear incongruous to the people they respect, and their speech will have general social approval.

The child learns to:

Understand that correctness is a matter of usage

Have the children create a list of as many ways as possible of telling someone that they do not have anything in their hands. Their responses, with the teacher's encouragement, could be something like the following.

I don't have anything...
I don't have nothing...
I don't got anything...
I got nothing...
I don't got nothing...
I haven't anything...
I have nothing...
I do not have anything...
I ain't got anything...
I ain't got nothing...
etc.

Discuss with the children which ones are those which they might say, which are heard most often, if they all seem to say the same thing, if any one is better than another (and why), what kinds of people would be most apt to say each one (and when).

Using the mathematical equation 2 + 2 = 5 as an example of incorrectness, ask the children whether any of the above statements can be considered incorrect for the same reason (or are they all "correct" in that they describe the situation with some accuracy). Use this idea to reinforce the earlier notion that language correctness is really appropriateness. Help them to see that some statements are considered "correct" because they take the form usually used.

Recognize varieties in levels of usage

Help the children to see that most of what people say is acceptable to everyone and is therefore called standard. There are, however, some words and phrases which are "nonstandard." Have the children listen to others outside of school (on TV, in stores, on the playground) and collect samples of usages they consider nonstandard. Discuss them in class.

Note to teacher: The concept of nonstandard needs to be handled carefully. The non in nonstandard means that the speech is different and not necessarily wrong.

LANGUAGE SKILLS

USAGE 4-6

During the intermediate grades, the pupil learns to:

UNDERSTAND THE CONCEPT OF "APPROPRIATENESS" AS IT APPLIES TO SOCIAL ACTIVITIES

RECOGNIZE INCONGRUITY IN VARIOUS SITUATIONS

RECOGNIZE INCONGRUITY IN VERBAL FORM

RECOGNIZE THAT A STANDARD PRONUNCIATION EXISTS, FROM WHICH HIS OWN DIALECT MAY DIVERGE

UNDERSTAND THE REASONS FOR CONFORMING TO A REGIONAL STANDARD OF PRONUNCIATION

UNDERSTAND REASONS FOR CONFORMING TO A REGIONAL STANDARD OF USAGE IN CHOICE OF WORD FORMS OR COMBINATIONS

UNDERSTAND THAT VARIOUS DIALECTS HAVE STATUS, DEPENDING ON TIME AND PLACE

RECOGNIZE THAT THERE ARE LEVELS OF USAGE WITHIN DIALECTS

LANGUAGE SKILLS

USAGE 4-6

The pupil learns to:	Activities
Understand the concept of "appropriateness" as it applies to social activities	Suggest some situations (the playground, the classroom, the dining room at home, etc.) and have the children tell what differences there would be in their behavior in these places. Discuss the appropriateness of behavior of TV characters. Discuss customary items such as the order of eating a meal and driving on the right-hand side of the road. From all this discussion, help the children to see that much of what we do is by arbitrary decision which determines custom and appropriateness.
Recognize incongruity in various situations	Take the sample situations from the previous skill's activities and discuss what effect would result if they were all turned around, i.e. if you saw a car driving on the left, if you wore a bathing suit to church, if dessert were served first in a restaurant. Have the children bring to class articles, advertisements, and cartoons which show incongruity. Read the first section of "Through the Looking-Glass" in which Alice finds it necessary to walk away from objects in order to approach them. From all this discussion, help the children to see that incongruity may result in humor, confusion, social disapproval, and/or ridicule.

The pupil learns to:

Recognize incongruity in verbal form

Help the children find examples of incongruity in books and stories that they read. (Good examples may be And To Think That I Saw it on Mulberry Street by Dr. Seuss, and many portions of A.A. Milne's Winnie the Pooh.) Jokes, limericks, and riddles may be used. Current fads in jokes often depend on the incongruous. For example, the riddle, "What is purple and puts out forest fires? Smokey the Grape."

Discuss the effect of incongruity in these situations.

Dialect literature may also appear humorously incongruous. Selections from Uncle Remus, or the T.A.Daley poems may be used. See Jean Malmstrom and Annabel Ashley's NCTE publication "Dialects USA" for bibliographies of dialect literature.

Recognize that a standard pronunciation exists, from which his own dialect may diverge

Have the children pronounce words for which various regional pronunciations exist and then compare the pronunciations with those of a dictionary. Discuss how the dictionary makers arrive at pronunciations used in dictionaries. If possible, a comparison of old and new dictionary pronunciations may be made.

Words used might include:

wash	rinse	creek
route	roof	oil
horse	hoarse	

Understand the reasons for conforming to a regional standard of pronunciation

Discuss with the children the value of conforming to standards of weights and measures. Help them to see that in some instances approximate terms may be sufficient, but that in other circumstances exact terminology is necessary. Relate this to the pronunciation of words.

Have the children make up dialog in which they deliberately mispronounce words by misplacing the accents, exaggerating the vowel sounds, etc. They might give a common sound to all the ough combinations,as found in

The pupil learns to:

Understand the reasons for conforming to a regional standard of pronunciation

brought, through, thought, rough, cough. The words which begin with kn could be carefully pronounced (knife, knight, knee, know, knave) without the k remaining silent. The silent e ending of words could be pronounced (thistle, apple, cube, bottle, aisle) and many other techniques could be developed.

Using sentences like the following, have the children experiment with unusual pronunciations.

> A knight went for a ride through a rough section of woods. He caught his headpiece on the bough of an apple tree and fell into a thistle. His knee ached badly. Fortunately he had with him a bottle of aspirin...

Help the children to see that agreement in pronunciation is not only necessary for the sake of clarity, but so that others will be able to concentrate on what is said, rather than how it is being said.

Understand reasons for conforming to a standard of usage in choice of word forms or combinations

Present to the children a paragraph similar to the following, in which a mixture of regional and national dialect terms is employed.

> After I pull the door to and you fetch me a spanner from under the bonnet, you may drive to the chemists to buy a poke of jellybabies and some tonic. If it rains, you'll find a mackintosh in the boot. I'll wait for you on the front stoop. If it breezes up, I'll lay in the fire. If ye're going to have hoecakes for supper, I'll clean the spider once; but you'll have to stop at the grocery store because the milk is all. Get some petrol, too; and don't forget the windscreen needs washing.

Help the children see that their problems with this paragraph stem from the fact that it does not use words and phrases which are the American English standard.

Compose a similar paragraph using usage items whose meanings are clear to the children but which are considered nonstandard.

The pupil learns to:	
Understand reasons for conforming to a standard of usage in choice of word forms or combinations	Items such as don't got, ain't, hadn't ought, he don't, more better, and others may be used. Encourage the children to question the appropriateness of these items for various situations (school, home, church) and determine the acceptable forms. Note: Be sure the children understand that the objection to these items is not on the basis of meaning, but on the grounds of appropriateness.
Understand that various dialects have status, depending on time and place	Have the children imagine where they will be in 20 years and what they will be doing. Discuss the language needs of their future. Suggest that social and economic mobility will require the ability to understand and use a form of standard English that needs to be learned.
Recognize that there are levels of usage within dialects	Ask the children how many different patterns of speaking they possess, i.e. have them explain how they would react verbally to the same situation with various audiences. For example, the teacher and the best friend ask a child to describe a party he attended. Have the children answer with the level of usage usually employed in speaking with the person who asked. Discuss the differences. Explain that these differences are, in themselves, not wrong. The variety occurs simply because the children feel that certain words and phrases are appropriate to one audience and not to another. Extend this idea of appropriateness of level to situations not involving teachers. Help the children see that they are always making choices about the level of usage when they speak with religious leaders, peers, the principal, and others.

LANGUAGE SKILLS

USAGE 7-9

During the junior high school years, the student learns to:

RECOGNIZE THAT USAGE IS A MATTER OF APPROPRIATENESS AND SOCIAL ACCEPTANCE

RECOGNIZE THAT THERE ARE DIFFERENT LEVELS OF USAGE

RECOGNIZE THAT HE HAS COMMAND OF SEVERAL LEVELS OF USAGE

LANGUAGE SKILLS

USAGE 7-9

The student learns to:

	Activities
Recognize that usage is a matter of appropriateness and social acceptance	Set up a number of hypothetical situations with responses. Have the pupils choose the response which they feel is best for the situation. Have them justify their choices. Help them to see that what is best is not always the most "correct" by textbook standards. Discuss the possible outcomes of answers or responses not in keeping with the situation. Discuss with pupils those factors governing usage: audience, situation, purpose, and personal ability. Help them to see that language has society-imposed standards and values and that language can mark a man for the better or worse. To further illustrate this point you might read selections from My Fair Lady or play selections from the record.
Recognize that there are different levels of usage	Have the pupils read selections from literature and ask them to describe the individual speaking. On what did they base their judgments? Which speech seems most educated? most natural? most like their own? most unlike their own? How do the various speeches differ from one another? from their own? Samples of speech in literature might be drawn from: The Adventures of Huckleberry Finn; Treasure Island; Benet's John Brown's Body; L.G. Ross' Education of H*Y*M*A*N K*A*P*L*A*N; "Mandalay" by Kipling. After completing exercises of the above types make sure that the pupils are thoroughly aware that differences in speech do exist and that they themselves are aware of social levels connected with speech levels.

The student learns to:

Recognize that he has command of several levels of usage

Have the pupils think about and write down the ways they might request something of:

a clergyman
parents
a young child
a teacher
a peer

What differences are evident among the various ways of requesting? Why do these differences occur?

Give the pupils a number of hypothetical situations such as those which follow and ask them what responses they would give to each of the individuals listed below the situation. Why do differences in response occur?

You are tripped by:
a younger brother
a peer
an adult

You are writing a letter to:
a prospective employer
a close friend
a parent

You lost a close game. You are telling about it to:
the referee
a teammate
the parents of a girlfriend or a boy friend

Ask the pupils to indicate which audience would receive the most formal language and least formal language in each instance.

Present a number of expressions, such as: ain't, him and I, I dunno, I don't never do nothin'. Ask the pupil to indicate situations where he might use these and situations where he would be least likely to use them. Help him to see that he has a built-in selector which causes him to choose language to fit the situation.

LANGUAGE SKILLS

USAGE 10-12

During the senior high school years, the student learns to:

APPLY THE BASIC PRINCIPLE OF CHANGE TO USAGE "RULES";
TO RECOGNIZE THE KIND OF DEGREE OF CHANGE IN STANDARD
ENGLISH USAGE THAT HAS OCCURRED IN A GENERATION

LANGUAGE SKILLS

USAGE 10-12

The student learns to:

Apply the basic principle of change to usage "rules"; to recognize the kind and degree of change in standard English usage that has occurred in a generation

Activities

Have students compare current issues of general magazines with issues of 15-20 years ago. Ask them to look specifically for changes in frequency of: contractions, fragments, slang, spelling innovations, and other usage items.

The section on usage from a high school English textbook, preferably of an edition published 15-20 years ago, may be helpful in designating specific items to look for. Some examples are:

when (in writing a definition)
everybody (singular or plural)
none (singular or plural)
each...their
it was me, him, her, them
he invited John and myself
fewer or less
imply or infer
like or as
all the farther
can't help but
kind of a
try and (for try to)
well or good
slow or slowly
different than
isn't hardly
who-whom

Have students make a list of recommendations about usage from a conservative textbook on writing. Have them note deviations from these recommendations in the works of contemporary writers and in their own textbooks; suggest that where possible, they use at least two works of each author - an early work and his latest work - to see if there is a tendency toward changing usage.

The student learns to:

Apply the basic principle of change to usage "rules"; to recognize the kind and degree of change in standard English usage that has occurred in a generation

Suggest that some students examine the work of writers of the 20's and 30's, and that some look at the writings of more recent writers. Have the students report what they find to the class, and note whether there is substantiation for the notion that reputable usage changes.

After compiling a list of usage items, as above, ask students to compare the position of several experts (writers of grammars and textbooks) on these items, and examine comments made about these items in several reputable dictionaries and books on contemporary usage.

LANGUAGE HISTORY

INTRODUCTION

This section contains general information about attitudes toward language, the origin and models of language, the Indo-European ancestor language, the Germanic parent language, historical information, and tracing words and word meanings. Additional information may be obtained by consulting the sources listed in the bibliography sections. Much of the content of this section is indirectly related to the skills of listening, speaking, reading, and writing, but more importantly it should give the teacher additional perspective in planning language oriented activities. The section dealing with word tracing and word borrowing can be used in conjunction with the presentation of semantics.

ATTITUDES TOWARD LANGUAGE

The teacher who discusses with students what language is should not overlook the importance of first identifying a set of basic viewpoints concerning the subject matter of language. From a consideration of the following eight ideas about the nature of language, a satisfactory definition of language may be developed by the students.

I. Language is a form of oral interpretation; hence it is a form of social behavior.

> Underlying Concept - Consider the social behavior involved in a simple question and answer. Sender sends a message to receiver who interprets and sends back a message which is received and interpreted by the original sender.

II. Language is a human activity.

> Underlying Concept - Only humans speak a language, although many animals do communicate. The messages of animals are set forth in fixed patterns, but only man's messages can be analyzed and broken down into meaningful parts.

III. Language is a system.

> Underlying Concept - Language is made up of a system of sounds, a system of word formation, and a system of word order.

IV. Language is complete, although vocabulary never is.

> Underlying Concept - New words may be added to the existing system without necessarily altering the system.

V. Language is symbolic, and its symbols are arbitrary.

> Underlying Concept - The words in our language are meaningful, not because there is meaning attached to the sound sequence but because the speakers of a given speech community agree, quite arbitrarily, upon a sound sequence to symbolize an object, an idea, a situation. Each language is a code and its speakers are always satisfied with the sounds they have chosen and feel that the sounds are the logical symbolization of the mental image.

VI. Language is noninstinctive.

Underlying Concept - No child is born with the ability to speak; it must be learned. As a child hears language around him, he imitates people's utterances and develops an internal mechanism to understand the produced sentences.

VII. Language is culturally conditioned.

Underlying Concept - Vocabulary is dependent upon culture. We have no words for things that are unknown to us, nor do we have a range of words for those elements of our experience for which one word is enough.

VIII. Language is subject to change.

Underlying Concept - Language changes through time and space. Language also changes as one moves up or down the social scale.

THE ORIGIN OF LANGUAGE

Little is known about the origin of language. This, however, has not prevented man from speculating about how language may have originated. Three major theories have been recognized concerning the origin of language.

They are:

1. Language is merely the inventory of names which are either inherent in the objects themselves or assigned by divine will.

2. Language begins as rudimentary forms of communication which gradually develop into a highly complex system of social behavior.

3. Language is the result of the evolution of the human mind.

MODELS OF LANGUAGE

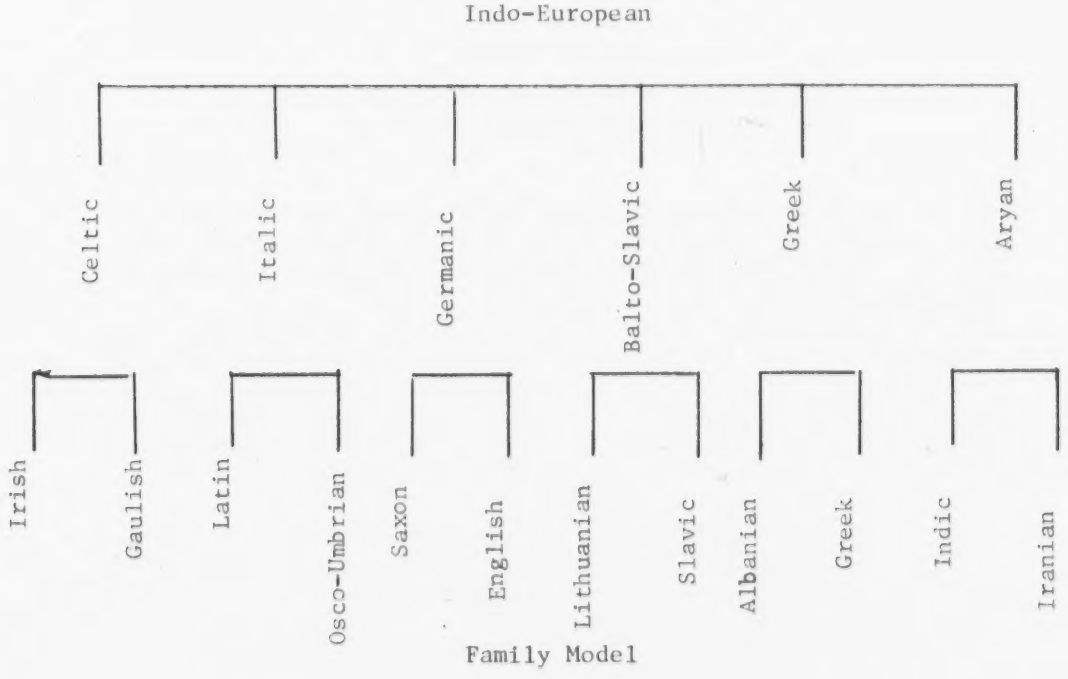
Man has searched not only for an answer as to how language originated but also as to how languages are interrelated. English is a member of the language group known as the Indo-European Language Family. Language historians have developed three major kinds of models.

They are:

1. the biological model - indicates the interrelationships of languages within the same family. This type of model is limited, in that it does not show the degree of the relationship nor the life span of the various components.

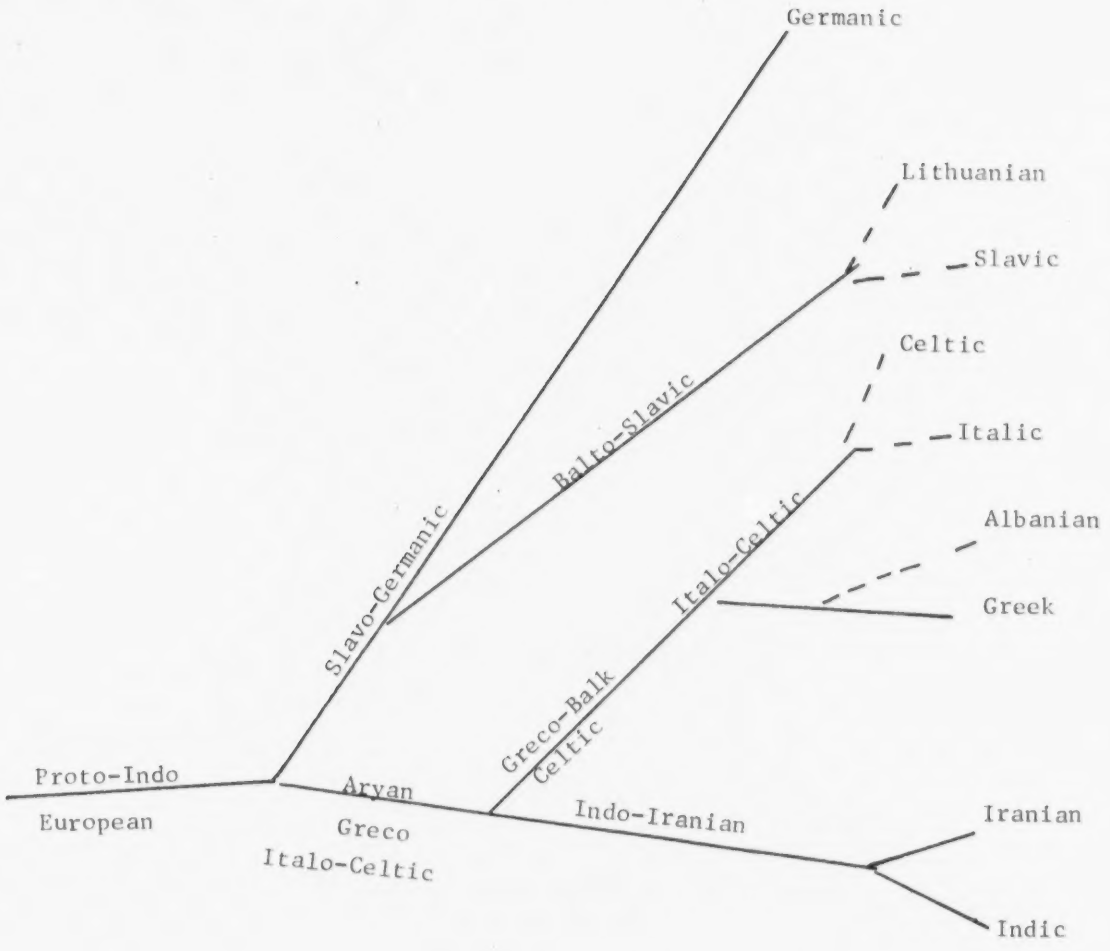
2. the geometrical model - attempts to show the continuing influences of languages upon each other.

3. the multilayered model - designed to show language as a set of social conventions.



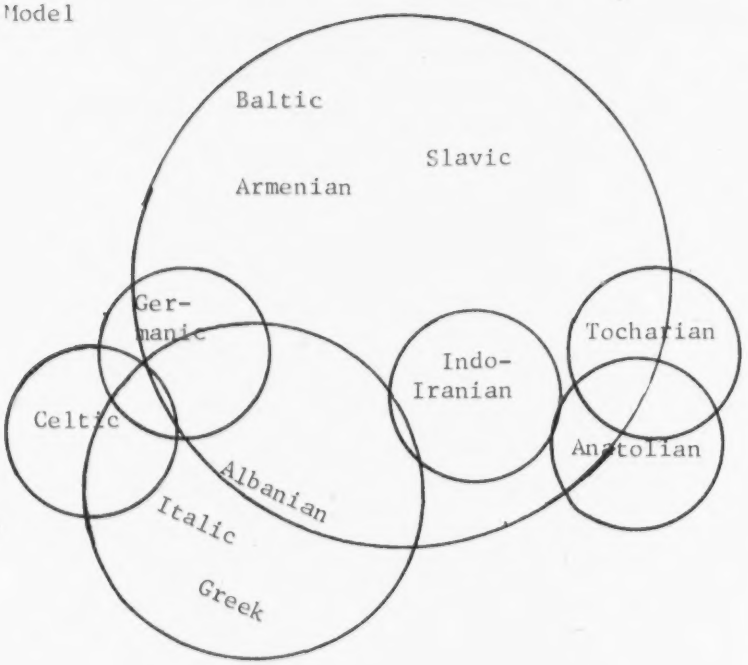
BIOLOGICAL MODEL

Tree Model



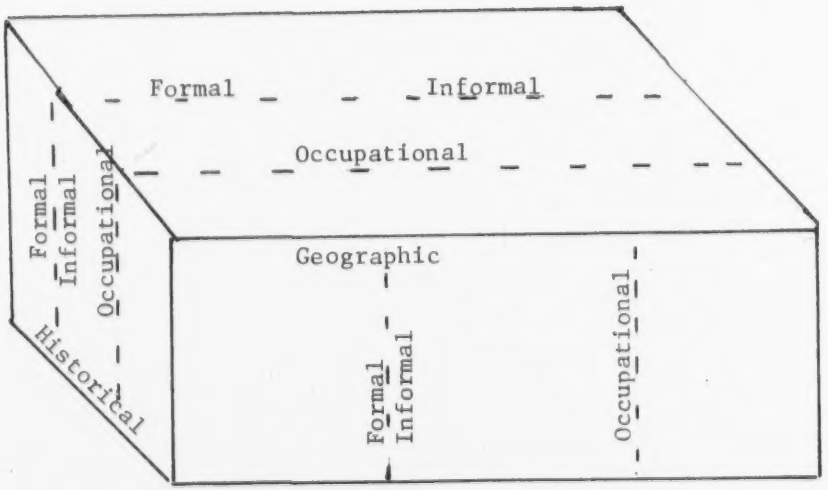
BIOLOGICAL MODEL

Wave Model



GEOMETRICAL MODEL

Cube Model



MULTILAYERED MODEL

THE INDO-EUROPEAN ANCESTOR LANGUAGE

I. Similarities and differences among languages

Underlying Concept - One of the characteristics of languages belonging to the same language family is the physical similarity between related words.

Example:

English	Dutch	German	Gothic	Lithuanian	Celtic	Latin
brother	broeder	bruder	brothar	brolis	brathair	frater

Greek	Persian
Phrater	bhrater

This similarity among words in related languages can be contrasted with the lack of similarity of the same word in a number of non-Indo-European languages.

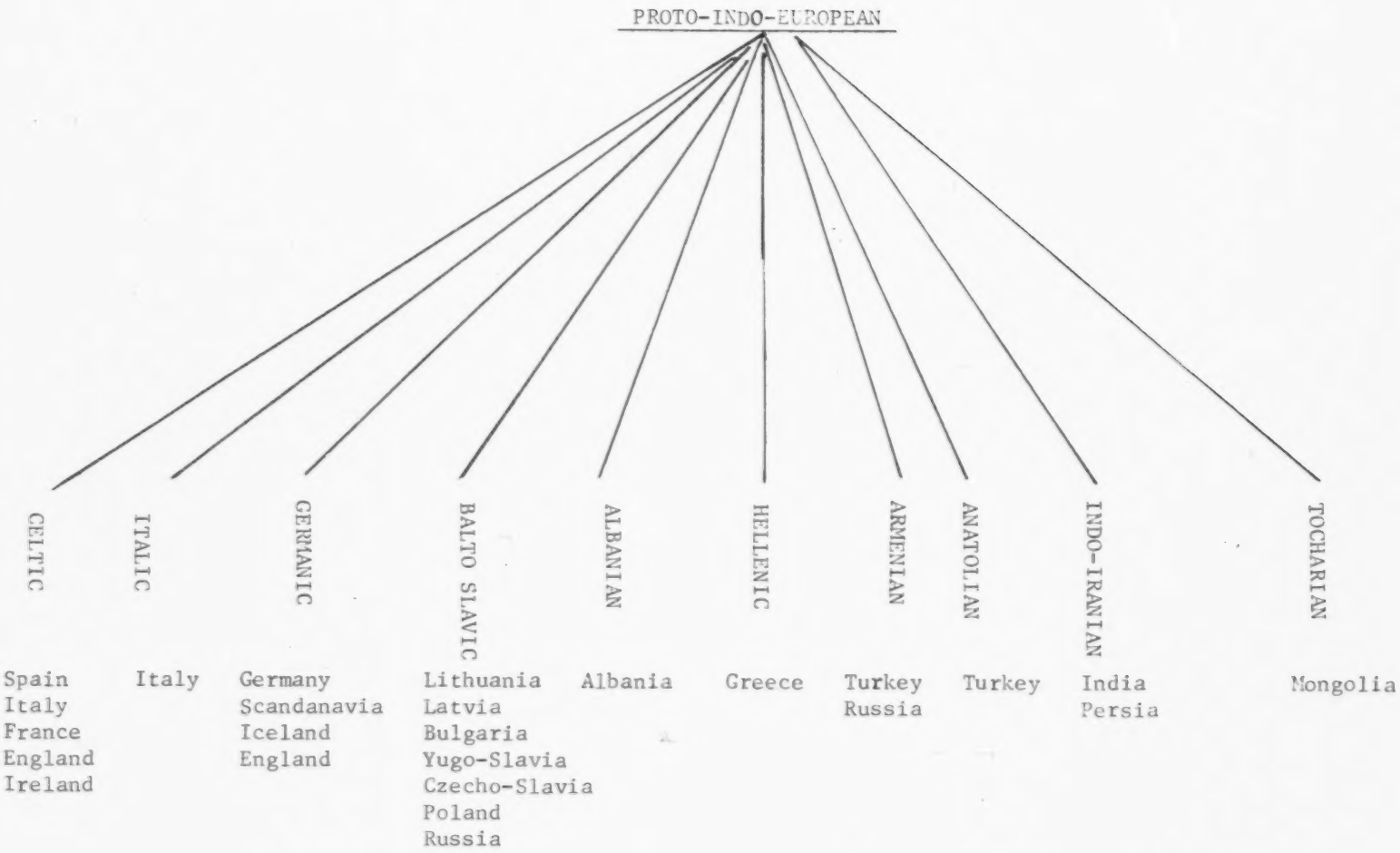
Example:

English	Old English	Gothic	Latin	Greek	Sanskrit
heart	heorte	hairto	cordis	kardia	hrd

Japanese	Thai	Hungarian	Korean
Kokora	hua-jai	sziv	Kasim

II. The Indo-European Languages

Underlying Concept - Linguistic historians have examined and traced the language family known as the Indo-European. The language of the Germanic people before they broke into smaller tribes has been reconstructed from the evidence obtained from these investigations, and called Proto-Germanic. The further investigation and reconstruction of proto-languages has led to the ancestor language Proto-Indo-European, spoken around 3000 B.C. before the Indo-European people split into smaller tribes and migrated to different parts of Europe and Asia. The similarities and differences among the existing languages and their reconstructed ancestor languages has led to a charting of the off-branchings of Proto-Indo-European.


PROTO-INDO-EUROPEAN
CELTIC
ITALIC
GERMANIC
BALTO SLAVIC
ALBANIAN
HELLENIC
ARMENIAN
ANATOLIAN
INDO-IRANIAN
TOCHARIAN
Spain
Italy
France
England
Ireland
Italy
Germany
Scandanavia
Iceland
England
Lithuania
Latvia
Bulgaria
Yugo-Slavia
Czecho-Slavia
Poland
Russia
Albania
Greece
Turkey
Russia
Turkey
India
Persia
Mongolia

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THE GERMANIC PARENT LANGUAGE

The Indo-European people eventually split into separate tribes and began to develop distinguishable ethnic and linguistic traits. Each linguistic subgroup then developed over the centuries of migration a number of characteristics that unmistakably identified it as one of the subfamilies cited in the preceding section. The individual traits that set these languages apart from Proto-Indo-European can be traced. Since English has a definite Germanic influence, those traits which differentiate the Germanic languages from other subgroups are particularly noteworthy. During this transition period there were changes in sound, accent, and word form. Each of these will be discussed briefly.

I. Sound changes in consonants

Underlying Concept - Language historians of the 19th century discovered an extremely regular pattern of consonant changes that had developed during the transition from Proto-Indo-European to Germanic. The p, t, k sounds in Proto-Indo-European became the f, th, and h sounds in Germanic. These illustrations, with many more, can be used to illustrate the regularity of consonant changes which have been traced.

II. Changes in accent

Underlying Concept - A significant trait of the Germanic languages is the occurrence of the main stress fixed on the first syllable. The beginning syllable of most Germanic words is articulated with more strength of loudness than the other syllables in the word. This is not necessarily the case for Proto-Indo-European or Non-Germanic languages.

III. Changes in word form

Underlying Concept - The verb in Proto-Indo-European was inflected to express past and past participle in one single way usually by means of an intentional vowel change with or without an added inflectional ending. All Indo-European languages inherited this trait.

Example:

	Infinitive	Present	Past	Past participle
Latin - (give)	dare	do	dedi	datum
(make)	facere	facio	feci	factum

The Germanic languages inherited the grammatical device, but usually with two different past tense forms - one for singular and one for plural.

Example:

	Infinitive	Present	Past Singular	Past Plural	Past Participle
Old English -	bitan	bit	bat	biton	biten
	helpan	halp	healp	hulpon	holpen

The Germanic languages also developed a second device to express the past tense and/or the past participle. The dental suffix, produced by attaching a -d or -t sound, was frequently used.

Example:

	Infinitive	Present	Past Singular	Past Plural	Past Participle
Old English	lecgan	lecg	legde	legdon	legd

HISTORICAL PERIODS OF ENGLISH

I. Old English

Underlying Concept - The earliest stage of the English language is not usually explained on the basis of its characteristic features but rather by a number of historical events, such as the occupation of all the lowlands by Germanic tribes, the termination of the invasions from the continent, the establishment of kingdoms, and many others. The oldest stage of the language is identified as Old English, therefore, not because of its linguistic components, but for its being the language of the earliest English society.

II. Middle English

Underlying Concept - The amalgamation of Germanic tribes is used as a criterion for the period associated with Old English. This lasted until approximately the year 1000. The rise of a unified national language in the 15th century is frequently identified as the beginning of Modern English. The language used between the 11th and 15th centuries is given the label Middle English, and is viewed as a period of relatively rapid amalgamation of foreign and internal influences.

III. Modern English

Underlying Concept - Again, historical considerations are used to account for a language period. The rise of a unified language is seen as a by-product of the historical development of England in general and of London in particular. Modern English is not called modern because of its linguistic development, but rather because it is the language used in modern England.

THE HISTORY OF MIGRATION TO ENGLAND

Some basic knowledge about the chronology of the various invasions and/or migrations to England is important to the understanding of the heterogeneous background of the English-speaking peoples. An emphasis upon the sequence of different ethnic influences is important linguistically as well as socially and politically.

Underlying Concept - In prehistoric times Britain was inhabited by Celts whose influence upon English has been very limited. During the 1st century B.C. and again in 43 A.D., Roman troops invaded Britain. From about 360 A.D. to 800 A.D. Britain was periodically attacked or invaded by Picts, Scots, Germanic warriors, Angles, Saxons, Jutes, and Frisians. The Danes invaded in the eighth, ninth, and tenth centuries. In 1066 the Normans invaded and conquered England. The following chart highlights the development of language after the Norman conquest.

	Nonliterary Language	Literary Language
1066-1150	Norman-French official language	Norman-French language of pure literature
1150-1200		Parallel status of Anglo-Norman and English as literary languages
1200		Two substantial works in English: Ormulum, Layman's Brut
1258	First Royal Proclamation in English and French	
1280's	University fellows criticized for speaking English	
1300-1350	Public announcement in Latin or French explained to people in English	Decreasing use of French by writers
1350-1400	Chancellor opened Parliament with a speech in English (1362)	Wycliffe's Bible Chaucer's works
	Statute of Pleading - officially established English as the language to be used in lawsuits. (1362)	

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HISTORICAL DEVELOPMENT OF THE ENGLISH SOUND SYSTEM

The most common approach used to trace the historical development of the English sound system requires using Old English as a base and tracing forward to the present system. This requires much technical knowledge. Moving from Modern English backward has the advantages of being far less technical and of directing attention to why a word in Modern English sounds as it does and therefore of involving students immediately.

The spelling of Modern English words appears, because of the lack of correlation between sound and letter, to be irrational. An historical investigation of the correlations between sounds and letters reveals that the apparent randomness found in modern English spellings may be explained quite satisfactorily and logically.

HISTORICAL DEVELOPMENT OF GRAMMATICAL CONSTRUCTIONS

The changes in sounds and inflections in the English language as it moved from Old English to Modern English resulted in a positional orientation which complicates word arrangement. In Old English the arrangement of words in any given sentence was unimportant. As the language moved from Old English toward New English the inflectional system was greatly simplified. Word order became important for Middle English and even more so for Modern English and has resulted in a change in the balance between inflected words and fixed positional word order.

TRACING WORDS

The present-day vocabulary of a language falls into two major categories, a native word stock and borrowings from other languages, either usually being easily identifiable. The English language, however, seems to be quite peculiar in this respect, since a large number of borrowed words impresses us as truly English unless we have made the study of words our particular area of interest. Very few speakers of English would suspect any foreign origin in the words face, just, place, part; they, raise, skirt; person, clerk, wall, pit; dim; toy; alarm; cigar, despite the fact that they are the result of our contact, physical or cultural, with French, Scandinavian, Latin, Celtic, Dutch, Italian, and Spanish. The presence in England of speakers of other languages and their intimate relationship with the native inhabitants of the island obviously led to an amalgamation that could not be achieved in other countries where the contact either occurred between neighboring ethnic groups or was, when it took place on native soil, rather transitory. In a study of English words, we must therefore break the object of our inquiry, that is, the lexicon, down into a number of different elements, of which some will concern words that are only non-English in the eyes of the historian but not of the speaker in general. An analysis of current lexical items will, if we retrace our steps as we have done it in phonology and grammar, help us recover the various elements of which Modern English is made up, the native core, the French element, the Scandinavian

element, the classical element, and a variety of minor elements, each of which will be presented in the following sections.

I. The native core

Underlying Concept - The beginning of the English language goes back to the early settlement of West-Germanic tribal groups during the fifth, sixth, and seventh centuries in Britain and to the amalgamation of the continental dialects into the four major dialect forms-Northumbrian, Mercian, West-Saxon, and Kentish. Words in Modern English that can be shown to derive from words of one of these Old English dialects make up the native core of the language. This native core comprises "nearly all the personal pronouns, the majority of the prepositions and conjunctions, many of the commonest verbs, and a large number of nouns and adjectives in everyday use." * Bernard Groom gives us in his work A Short History of English Words the following survey of what we have called the "native core" of words for:

. family relationships -

father	son	brother
mother	daughter	sister

. thought -

God	life	body	word
soul	death		

. number - The cardinal numerals up to one thousand

. parts of the body -

head	ear	tongue	hand
eye	heart	neck	foot

. rural items -

house	ditch	hedge	wood	tree
road	barn	hill	lane	path

. common trees -

oak	ash
elm	beech

*Groom, Bernard. A short history of English words. St. Martin. 1934.

. common animals -

horse	sheep
cow	ass

. staple food -

bread	barley
oats	wheat

. weapons and implements -

spear	knife	axe
sword	spade	

. titles and ranks -

king	lord	earl
queen	lady	knight

. common adjectives

black	free	long	wise
white	merry	deep	good
red	high	great	evil
blue	busy	narrow	kind
grey	little	greedy	

II. The French element

Underlying Concept - The importance and nature of French borrowings can be seen in three ways: (1) even though "French borrowings among our most essential words are only half as numerous as the native words," they are "four times as numerous as all other words together,"* (2) many words of French origin, especially the older borrowings, are quite commonplace and refer to the very essential matters of the speaker's experience, and (3) the more recent borrowings seem to be less basic in their denotations and refer to such aspects of life as require a higher degree of personal or technical sophistication. The first aspect is of course merely a matter of statistics, and gives us only limited information as to the extent to which originally French words have permeated all spheres of man's experience: it requires no further discussion. The second, aspect, however, is worth some further attention, since the admission of foreign words into the basic vocabulary of a language is what makes the speaker accept certain words as members of the native stock. "Many - indeed most - of the earlier borrowings are not felt to be alien in any sense." And as a matter of fact the following being among the 250 most frequently used words in the language are as thoroughly English as any that could be mentioned:

*Groom, Bernard. A short history of English words. St. Martin. 1934.

just	place	part	use	city	large
line	state	sure	change	close	course
fine	pay	please	able	age	aim
air	blank	brief	bucket	bushel	carry
clear	cover	damage	debt	double	dozen
eager	easy	envy	error	face	fault
feeble	folly	gay	gentle	grain	grief
hardy	hasty				

The borrowings that denote a major or minor degree of sophistication constitute the gross of French borrowings in English. The words describing phases of a more sophisticated or even luxurious personal life bring to our minds the borrowings table, labor, and chair, which are certainly much more pretentious than the native words board, work, and stool. We are also reminded of such pairs as pork and swine, venison and deer, mutton and sheep, veal and calf, beef and ox, where the first of each pair refers to the animal when it is ready to be served, whereas the second denotes the animal when it is still alive. The Saxon Wamba described this quite accurately in Scott's "Ivanhoe," when he said that the animal "is Saxon when he requires tendance and takes a Norman name when he becomes matter of enjoyment." The gross of French borrowings, however, cannot all be explained on the basis of luxury and enjoyment: many French loanwords entered the language because new ideas or new aspects of life required a specialized vocabulary, and English had apparently lost its former creativity to coin words by employing only native resources. Religion, law, government, philosophy, astrology, medicine, military affairs, matters of a polite society, and even the unfamiliar ideas of distant cultures, all these required appropriate terms to identify the new that had become part of the English way of life. Evidently, there were so many new words needed that it comes as no surprise at all that speakers would rather borrow them than recreate them through translation and compounding. The following table lists the words that have been adopted for this purpose at different times of our history according to the inventories that can be found in most texts on English word history.

Religion	Law	Government	Medicine	Astrology
anguish	arson	assembly	choleric	ascendant
baptism	assault	authority	humor	disaster
chaplain	assets	chancellor	melancholic	influence
charity	assize	council	phlegmatic	jovial
clergy	attorney	count (y)	sanguine	memorial
comfort	bail	country		retrograde
communion	bailiff	court		saturnine
confess	bar	crown		
conscience	bill	curfew		

Religion	Law	Government	Military Affairs	Philosophy
creator	corner	demesne	arms	necessity
damnation	crime	empire	army	philosopher
devotion	culprit	exchequer	battle	predestination
evangelist	decree	govern	captain	quality
faith	elope	government	combat	quantity
friar	embezzle	livery	defense	sophism
grace	felon	majesty	enemy	
immortality	fine	mayor	guard	
mercy	flotsam	minister	lieutenant	
miracle	hue-and-cry	parliament	navy	
nativity	improve	power	sergeant	
paradise	jail	reign	siege	
person	jettison	royal	skirmish	
passion	judge	state	spy	
pastor	jury	statute		
patience	justice	tax		
pity	lease	treaty		
procession	plaintiff	villain		
prophet	perjury			
purity	plead			
sacrament	prison			
sacrifice	rejoinder			
salvation	repeal			
reverence	sentence			
saint	suit			
satisfaction	treason			
scandal	treasure-trove			
serve	trespass			
trinity				
vicar				

Polite Society Incl. Arts	Orient (dist. cult.)
arithmetic	assassin
astronomy	azure
comedy	crocodile
draper	elephant
geometry	griffin
grammar	mattress
haberdasher	miscreant
history	ostrich
logic	panther
melody	salamander
music	scarlet
rhetoric	siren
tragedy	

It is interesting to observe that some of the borrowings are almost or even exactly like modern French words while others are not. The reasons that can be given are two: (1) some of the words were Central French and others Norman, and it was the Central French dialect that eventually became Standard French and (2) some of the words were borrowed at an early time and others at a later time, hence the degree of assimilation to English may vary. To be more specific, the pairs mercy-merci, miracle-miracle, prison-prison are nearly identical in form but differ in stress (English words tend to be stressed on the first, French on the last syllable.), whereas the pairs catch-chasser, cavalry-chivalry, warden-guard, coast-côte differ notably because of the dialect variations between Central French and Norman. As far as the naturalization of French words is concerned, passion and passion (despite identical spelling), battle and bataille, judge and juge illustrate how these three words have lost completely their alien

character, whereas defense, enemy , and debt barely differ from their French counterparts défense, enemi, and dette.

III. The Scandinavian element

Underlying Concept - French and English belong to different subgroups of the Indo-European language family; hence it does not appear too difficult to identify words as borrowings from French. The difficulty of identifying alien elements increases, however, if we want to further classify words that are Germanic. North Germanic tribal groups known as Scandinavians or Danes invaded England, settled in most of the central and northern part of the island, and came of course in contact mostly with speakers of Mercian and Northumbrian. The dialects of the English and the Danes were for the most part mutually intelligible, although certain specifics must have impressed them as somewhat odd. The inflectional endings were quite different; so the Englishmen and the Dane, if they wanted to communicate effectively, concentrated on the stem of the word rather than on the entire lexical item. A contamination was thus impossible to avoid and speakers of Old English would seem to incorporate Scandinavian roots in their word stock, attach appropriate inflectional endings, and treat the new coinage as if they were native words. Despite their reluctance to accept foreign words, the Anglo-Saxons would, unwittingly, use originally Danish words in alternation with their own native vocabulary. A survival of such alternate forms is the set of related words no:nay; rear:raise, from:fro, shirt:skirt, church:kirk, chest:kist, known as doublets, the first of each pair being native and the second Danish. Doublets usually do not remain in free variation over a longer period of time. If they are to survive, the use of one form becomes restricted (may, fro, kirk, kist), or both acquire separate meanings (shirt:skirt). Rear:raise stands somewhere in between, as some speakers of English use them in free variation (they rear children:they raise children), whereas others insist on the separation of the two words (they rear children: they raise corn).

IV. The Greek element

Underlying Concept - There can obviously be no doubt about the fact that many words in Modern English contain Greek roots. Many technical terms used in connection with the arts, the sciences, and medicine are made up of elements that have been drawn from Greek. In a discussion of the theater, words such as drama, comedy, tragedy, melodrama, catastrophe, climax, dialog, episode, epilog, prolog, scenes, and of course theater itself are important terms made up entirely of Greek elements. Scientists have used Greek roots to label their field of inquiry, e.g., bacteriology, botany, histology, physiology, physics, zoology; and specialists within a given field have found Greek extremely helpful to name specific elements or

new inventions. Thus, we speak in electronics about dynatron, kenatron, phenotron, plietron, magnetron, and thyratron; and in physics about atom, cyclotron, proton, meson, gamma-rays and isotope. Despite the abundance of such words, we may hesitate to equate them with the borrowings we have discussed in the previous sections. After all, we are not concerned here with languages in contact. Speakers of Greek did not meet with speakers of English so that the latter's speech could be contaminated from hearing Hellenic words. Quite to the contrary, it was the willful selection of Greek roots by scientists and scholars to find an appropriate term for their field of interest and for different concepts within that field. Very early borrowings such as church, devil, and angel come somewhat closer to the conception of a loanword, but even here the borrowing was not the result of a direct contact between the English and the Greek, since the originally Greek word came to the English through the speakers of Latin. In other words church, devil, and angel go back to ecclesia, diabolus, and angelus, Latin words that were borrowings from the Greek kuriaken, diaboles, and aggeles. Other examples of indirect borrowings are the ecclesiastical terms abbot, alms, clerk, monk, pope, priest, synod, introduced by Roman or Irish missionaries into Old English, and the words diet, geography, logic, physic, rhetoric, surgeon, theology, which came into the language during the Middle Ages.

V. Latin element

Underlying Concept - Borrowings from Latin have come into the language at different times. It may be worth considering exactly at what times speakers of English introduced words containing Latin (or Latinized Greek) roots and whether the type of borrowings was more like the Greek or the French/Scandinavian influence or whether still another type of borrowing must be accounted for. Let us examine the following loanwords:

a.	wall	street	mill	wine	pound	pit
b.	monk	bishop	priest	prove	port	school
c.	pendulum	data	folio	appendix	quarto	
d.	affidavit	agenda	alibi	bonus	deficit	

and their corresponding Latin sources:

A.	vallum	strata (via)	mulina	vinum	pondo	puteus
B.	monachus	episcopus	presbyter	probare	portus	schola
C.	pendulum	data	folio	appendix	quarto	
D.	affidavit	agenda	alibi	bonus	deficit	

Each line represents a different historical period during which the words listed entered the English language. Lines a/A represent premigratory borrowings, that is, the adoption of words by speakers of a West-Germanic dialect before their settlement in England. This was an instance of borrowing resulting from languages in contact, since the speaker of the Germanic dialect was exposed directly

to the Latin spoken by Roman soldiers and/or merchants. Lines b/B contain words that were borrowed during Old English times as a result of the spread of Christianity. The new concepts required new words to refer to them. Many of the new words were coined by making use of native resources, but some resulted inevitably from the adoption of foreign words. The type of borrowing here varied to some extent from the one discussed above. Priests or missionaries were not always native speakers of Latin; and if they were not, their everyday vehicle of communication was likely to be other than Latin. However, it must have been convenient for them to include in their vernacular a number of Latin terms to more effectively refer to or describe persons and concepts related to the new religion. Lines c/C represent Latin words that were introduced into the language during the early Modern English period. The borrowings during that time were mostly in the area of the arts and the sciences.

Again, it seemed to be rather a matter of constructing a technical-scientific vocabulary rather than adopting a frequently heard alien word that could fill a gap in their own language. Lines d/D list relatively recent adoptions. These borrowings show that we still import words from Latin, but again, these words are all technically oriented and illustrate the desire of a large number of specialists to make shop-talk and at the same time to restrict the language to the members of a specific group.

To summarize, borrowings from Latin have been incorporated in the English language at four different times: (1) before the migration, (2) during the Old English period, (3) during the Early Modern English period, and (4) at the present time. The nature of borrowing during the earliest stage differs from the two latest stages in that loanwords came into the language as a result of languages in contact during the premigratory stage, whereas from the Early Modern English period on they were the result, not of the attempt of native speakers of Germanic and Latin to communicate with one another, but of the desire of highly educated persons to use certain words of a prestige language with the purpose of assigning appropriate labels to persons and ideas in their particular field. The first, we might say, was a natural situation; the second, an artificial one. The second stage (Old English) occupied an intermediate position, inasmuch as many individuals, not being native speakers of an English dialect, had to use Latin as an international language to make communication possible in the fashion of the modern Indian who speaks English to bridge the gap between various mutually unintelligible dialects.

The preceding discussion has permitted us to recognize the extremely particular situation of the borrowings from Latin, a situation which suggests that we set up three different types of borrowing: (1) borrowing resulting from the interaction of two groups of native speakers, (2) borrowing resulting from the interaction between native speakers of one language and speakers of a second language, and (3) borrowing resulting from the need felt by the

educated to coin new words. Loanwords from Latin are listed in most histories of the English language. The following table contains many of the words that usually appear there. We are grouping them according to the type of borrowing for which they qualify.

TYPE I	TYPE II		TYPE III
butter	apostle	persecution	affidavit
cheese	appendix	pharynx	agenda
cup	bishop	pope	alibi
dish	data	port	animal
kettle	deacon	priest	bonus
kitchen	demon	prove	coaxial
mile	desk	quarto	deficit
mint	discipline	sacrament	exit
pan	folio	school	extra
pea	generation	transmigration	fiat
pepper	hymn	vertebra	fission
pound	minister-monastery		interstellar
street	money, monetary		item
wall	monk		maximum
wine	nervous		memento
	pendulum		memorandum
			mutant
			neutron
			omnibus
			penicillin
			posse
			propaganda
			quorum
			radium
			spectrum
			sponsor
			sulfa
			terminus
			verbatim
			veto
			via

VI. Continental contributions to English

Underlying Concept - The speakers of English came in contact with the speakers of many different languages, a situation which also led to the adoption of a great many loanwords. A detailed description of the various linguistic contacts would go far beyond the scope of this publication. Let it only be said that the English adopted words (of course to a much lesser degree than in the case of French, Scandinavian, and Latin) from Celtic, low German, Italian, Portuguese, and Spanish. The following table lists the most common entries to be found in a history of English words. They may provide material for further studies in historical vocabularies according to individual needs of each teacher.

Celtic	Low German	High German	Italian
ass	avast	anschluss	alarm
clan	belay	bismult	allegretto
claymore	beam	blitz	alto
comb	bow	carouse	andante
dim	bowsprit	cobalt	attitude
flannel	boy	flak	balcony
flummery	buoy	geopolitics	brigand
mattock	commodore	gneiss	cameo
pibroch	cruise	heroin	campanile
slogan	curl	hinterland	chiaroscuro
whisky	bounce	kindergarten	dado
	dock	lagerbeer	dilettante
	foist	lebensraum	diminuendo
	freebooter	leitmotif	ducat
	freight	meerschaum	extravaganza
	girl	panzer	fiasco
	groat	poodle	florin
	heyday	putsch	fresco
	hoist	quartz	isolate
	jeer	shale	lava
	keel	stein	legato
	keelhaul	sauerkraut	macaroni
	leak	umlaut	motto
	lighter	waltz	opera
	luck	wanderlust	orange
	marlin	zinc	piano
	mud		pizzicato
	peck		portico
	plunder		rallentando
	pump		rebeck
	scoff		replica
	scour		rifacimento
	scum		scherzo
	snap		soprano
	spool		spaghetti
	stripe		stanza
	switch		studio
	toy		tempo
	tub		torso
	tuck		umbrella
	wagon		virtuoso
	yacht		
	yawl		

Russian	Portuguese	Spanish	Turkish
Bolshevik	banana	armada	bey
commissar	cobra	cargo	caftan
ikon	cocoa	castanet	effendi
intelligentsia	molasses	cigar	horde
knout	pimento	desperado	janissary
pogrom		grandee	kiosk
soviet		guerrilla	odalisque
steppe		matador	turquoise
tzar		mosquito	
vodka		Negro	
		punctilio	
		quadroon	
		renegade	
		vanilla	

The minor borrowings were by no means restricted to European languages. As a matter of fact, there are at least eight non-European sources to be cited: African languages, Arabic, Chinese, Indian, Japanese, Malay, Persian, Polynesian, among which Arabic is the strongest contributor.

African	Arabic		Chinese	Hebrew	Indian
chimpanzee	alchemy	harem	mandarin	amen	bandanna
gnut	alcohol	hashish	pongee	camel	Brahmin
gorilla	alembic	hookah	serge	cassia	bungalow
kraal	algebra	lute	tea	cherub	calico
oasis	alkali	minaret		cinnamon	chutney
zebra	attar	mosque		Gehenna	curry
	Bedouin	myrrh		hallelujah	indigo
	cipher	naphtha		hyssop	juggernaut
	elixir	salaam		Jehovah	jungle
	emir	sheik		manna	loot
	fakir	sirocco		pharisee	pundit
	gazelle	sugar		rabbi	rajah
	giraffe	sultan		sabbath	sandal
		syrup		sapphire	
		vizier		seraph	
		zero			

Japanese	Malay	Persian	Polynesian
harakiri	amok	azure	atoll
jiu-jitsu	batik	baksheesh	bamboo
kimono	gingham	jasmine	cheroot
samurai	gong	lapis lazuli	junk (boat)
tycoon	gutta-percha	lilac	sage
	sarong	magic	taboo
		orange	tattoo
			teak

VII. Contributions to English in America

Underlying Concept - Many of our loanwords, to be sure, came into the English language during and after the colonization of America. Quite a few of the borrowings that entered the language have a somewhat more local color in that they are known more in certain areas of the United States than in others. The Spanish borrowing vamoose or bronco is probably more current in the Southwest, whereas the German delicatessen and pretzel, are better known in, say, Pennsylvania, where larger German settlements can be found. The French loanword, lagniappe, on the other hand, takes us to Louisiana, but the French borrowing, levee, to Canada. Not all words resulting from borrowings are, however, geographically restricted; and words, such as American Indian canoe, Spanish Cafeteria, Dutch boss, German hamburger, Irish shanty, Yiddish poker, and African yam, are known all over the country. The following tables again list the loanwords that have been adopted in English, at least in American English. They will provide sufficient material for further study.

African	American Indian		Chinese	Dutch/Penn. Dutch
banjo	canoe	opossum	chop suey	boss
buckra	chic	papoose	chow	cole slaw
cale	chipmunk	pecan	chow mein	cruller
cush	chocolate	persimmon	fantan	hex
goober	Connecticut	potato	joss	Santa Claus
gumbo	hammock	pow-wow	kowtow	schnitz and knepp
hoodoo	hickory	raccoon	tong	snoop
jambalaya	hominy	sachem	yen	spook
juba	hooch	skunk		stoop
juke (box)	mackinaw	squash		
pinder	Massachusetts	squaw		
tote	Mississippi	succotash		
voodoo	moccasin	Tammany		
yam	moose	tapioca		
	mugwump	tamarack		

Finish	French	German	Irish	Italian	Yiddish
sauna	bateau	bower	lummox	antipasto	fish
	bayou	bum	shanty	blackhand	gefilete
	butte	delicatessen	shebang	minestrone	kibitzer
	cache	dumb		ravioli	kosher
	chute	frankfurter		spaghetti	mazuma
	lagniappe	hamburger			mishuggah
	levee	kindergarten			poker
	portage	loafer			schickse
	prairie	pretzel			schlemiel
	sashay	pumpernickel			schlepper

(continued)

German	Yiddish	Spanish	Swedish
sauerkraut	schmaltz	adobe	hit fisk
schnapps	schnookel	bronco	skijer
shyster		cafeteria	smorgasbord
wiener		cinch	
zwieback		corral	
		loco	
		marijuana	
		mustang	
		ranch	
		rodeo	
		stampede	
		vamoose	

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